

**EFL TEACHERS' USE MOTIVATIONAL STRATEGIES IN TEACHING
FOR EFL LEARNERS' MOTIVATION PARAGRAPH WRITING: MUJA
MARIAM PREPARATORY SCHOOL IN FOCUS.**

BY:

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DECLARATION

I, the undersigned declare that this thesis is my own work and that all sources of material used for this study have been clearly acknowledged.

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Confirmation and Approval page

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ABSTRACT

The study intended to find out a study of EFL teachers' use motivational strategies in teaching for EFL learners' motivation paragraph writing: Muja Mariam preparatory school in focus.

To achieve the objectives mixed research design has been used. This helped the researcher to employ both quantitative and qualitative methods of data collection. The participants of the study were 10 EFL teachers who were selected using purposive sampling. The researcher believed that to use purposive for both teachers and students that they can provide enough and clear information specially, the population seemed similar in many characters. Data required for the study were observation, collected through questionnaire and interview but motivation is difficult to observe. Among those data gathering instruments, face-to-face interview was conducted with EFL teachers' in the target school. The data from the above sources students and teachers' interview analyzed qualitatively and students' questionnaire were analyzed quantitatively using interpretations and percentile, which in turn were supported by the responses of the selected participants. The result of the study revealed that EFL teachers do not use motivational strategies due to the following reasons:

Teachers lack of clarity on the strategies during the practice of paragraph writing and teacher's methods of teaching and lack of students positive attitude towards paragraph writing, lack of motivation, poor students' interest, lack of motivational strategies to learn themselves. The major conclusions are teachers do not use methodology to improve the students in paragraph writing,

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List of Abbreviations and Acronyms

EFL - English as a Foreign Language

L2 - Second Language

TEFL-Teaching English as a Foreign Language

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Motivational strategies refer to instructional interventions applied by the teacher to bring out and stimulate students' motivation and self-regulating strategies that used purposefully by individual students to manage the level of their own motivation.

In the past decade, several international studies have examined the issue of teachers' motivational strategies, because of the growing concern for student learning enhancement worldwide Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998. Attention has been given to educators to discover motivational strategies that can capture students' attention and improve their attitudes and abilities in learning as well as their self-confidence in language classrooms. The need to examine students' motivation in learning and teachers' motivational strategies has also been the focus of research internationally.

Research on motivation for second and foreign language learning also has evolved considerably from focusing on describing what composes student motivation to a detailed list of suggestions that help teachers initiate, sustain, and further promote student motivation in a classroom. Driving into motivation is essential for language teachers because motivation is one of the key aspects impelling language-learning success Dörnyei, 2001.

Motivation has been defined in many ways, and it has been increasingly studied. The only issue that possibly all motivation researchers agree on motivation makes people do something, continue doing it and work hard to reach their goals Dörnyei 2001: 8. Dörnyei 2001a: 5 notes that almost all L2 students can succeed in their studies if they are motivated. It means that motivation is important as it has so great significance for learning paragraph writing.

From historical viewpoints on motivation, different researchers have classified motivation from different points of view. In a cognitive viewpoint, two types of motivation are recognized: extrinsic and intrinsic. The former is applied by others and involves systems of rewards and punishments, while the latter is self-applied, lying in the affective domain of feelings and emotional responses Dörnyei, 1998. In other words, extrinsic motivation is related to doing an action in order to receive an extrinsic reward or to avoid punishment, whereas intrinsic motivation is about an action that is done for its own sake to experience satisfaction Dörnyei,

2001a). An example of extrinsic motivation would be the case of an employee who studies English as a foreign or second language because she or he will be sent to England for work, and if it were not for that sake, she or he may not study.

In the traditional approaches to language teaching and learning, paragraph writing is considered as secondary skill. Because of this, it received relatively little attention compared to speaking, reading, and listening. Silva 1997 claims that the dominant teaching method during the 1950s put an undue focus on oral rather than written proficiency. Especially, writing skills were neglected during Audio-lingual period. In recent years, there has been a growing awareness of the importance of the paragraph writing skills. It has achieved a great attention in the present EFL curriculum/ syllabus at both secondary and preparatory levels, as an important productive skill through which meaningful messages or ideas are transmitted.

As Silva 1997 language teaching strategies started in the classical Greek and Latin became a study of profession in the 20th century. The period from the 1950-1980s has been considered as the age of methods, in which different language teaching strategies were introduced.

In English language, educational procedure paragraph writing requires a wide range of activities or tasks that involve students in the things that they are doing referred to as the use of teaching motivational strategies and learning methods Bonwell and Eison, 1991:3. These scholars briefly stated that the use of motivational learning in EFL class is vital because of their powerful impact upon students' learning and they prefer motivational strategies promoting student centered methods.

Language teachers should set up a situation about the practice of motivational strategies. Then, the quality of language teaching-learning process can be effective and these effective teaching methods are implemented at the school level in order to enhance effective teaching-learning process of paragraph writing. Motivation in learning paragraph writing is an important teaching strategy in EFL classes.

According to the 2010 modified educational policy in Ethiopia, the English language syllabus for preparatory schools focuses on the productive skills such as writing in general and paragraph writing in particular. Accordingly, special attention is given for the active involvement of EFL learners in English language writing class. Preparatory students are ready to join to higher institutions where learners have the duty to write on their own. Hence, students in this level in Ethiopia in general and in Muja Mariam preparatory schools in particular are expected to write

well-organized, structured, and accurate paragraphs. That is, the new 2010 English Language Syllabus for preparatory schools expects EFL students to write accurate paragraphs by taking into account the three parts of paragraph such as topic sentence, supporting sentences and concluding sentences structure. By considering the qualities of good paragraph such as language use, unity, coherence, completeness, language appropriacy (style), relevance of supporting details and adequate idea development (content) language learners develop paragraph.

As the researcher observed in his teaching experience most Muja Miriam preparatory school, EFL teachers face difficulties in applying motivational strategies in paragraph writing. Students are not motivated in EFL classroom to write paragraph in this school. In Muja Mariyam preparatory school students were believed to be an empty vessel. In the lock step language teaching method, students have no time to apply the language unless their work was restricted to practice paragraph-writing skills.

1.2. Statement of the Problem

It is believed that paragraph writing is very important and it has an effective role in learning any language on the academic achievement of students. Paragraph writing plays a major role in expressing one's idea, opinion and attitude. Through paragraph writing, people are capable of sharing ideas, feelings, persuading or convincing others. More of the paragraph writing tasks and activities need students to practice paragraph writing.

However, in the context of Muja Mariam preparatory School, the researcher observed the students' paragraph writing ability is still not satisfactory and not motivated to share or explain their idea through paragraph. This is due to the fact that, students have deep-rooted problem in paragraph writing. Most teachers seem to lack clear understanding or awareness of the concept of motivational strategies to teach and motivate the students in paragraph writing. Moreover, most teachers do not use motivational strategies.

Understanding the students' paragraph writing problem is crucial for improving the quality of EFL paragraph writing skills. This study attempts a study of motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter.

There were many local researches conducted by different researchers on an investigation of factors affecting grade 11 students' motivation in English classes and showed some invaluable findings and possible strategies. For instance, the study by Yemataw 2017 students' problems learning EFL writing skills recommended many important solutions by investigating some

affecting factors or problems in writing but the study missed the significant things to do along with the factors

Again, there are some recent studies on language motivation YonasAmare 2018 EFL students' motivation in learning paragraph writing conducted a research on Using document analysis, class observation and semi structured interview.

He found that a substantial number of students were not motivated to write paragraph because of lack of interest and lack of awareness. The problem by the researcher is that EFL students lack motivation to engage themselves in paragraph writing tasks when they are told to write. He found out that students encounter some problems in their lack of motivation. However, the researcher cannot investigate how EFL teachers' use motivational strategies to teach paragraph-writing students to be motivated.

Nyasimi (2014), from Kenya studied on the topic 'Students paragraph writing Problem in Learning English Language Essay Writing Skills in Secondary Schools'. The main objective of this study was to investigate the challenges students face in learning essay-writing skills in English language in secondary schools. Besides, a descriptive research design was employed.

In addition, the target population was English language teachers and students in Manga district. Moreover, stratified random sampling and purposive sampling techniques were used in selecting the samples for the study. Thus, 180 students and 10 teachers of English were chosen as the respondents of the study. The data was collected through questionnaire, interview and essay writing test and was analyzed using both quantitative and qualitative methods. Finally, the research findings indicated that teaching methods and learning strategies influence learning of second language writing skills.

Another study also has been conducted on issues related to paragraph writing. The study by Ibrahim 2012 'Assessed cohesion and coherence problems of grade 11 students in EFL paragraph writing using document analysis, class observation and semi structured interview. He focused on the logical arrangement of sentences in a paragraph and the usage of cohesive devices.

In this research, the researcher also focused only cohesion and coherence still he did not focus about how teachers use motivational strategies in teaching paragraph writing.

Moreover, from abroad, Mohamed Hassen 2015 carried out research on title assessing students' paragraph writing problems. In the same way, the researcher focused only student's paragraph

writing problems. Nevertheless, he did not show teachers motivational strategies in teaching paragraph writing, student's motivation in paragraph writing and motivational problems in EFL paragraph writing.

In addition, the researcher observed a research conducted by MengeshaB 2009 students motivation problems toward learning EFL writing skills on grade 11 students' at Dildy preparatory school. The study only raised motivation problems in writing language classrooms. It did not focus its investigation students' motivation in paragraph writing skills in English language classroom activities and teachers' motivational strategies to teach paragraph writing.

Furthermore, he suggested that it was better to conduct more researches on related topics with a particular language skills and grade levels to arrive at a more reliable conclusion. The gaps were registered in language skills, grade levels and place or study area.

Thus, standing from these previous studies, none of the studies has addressed a research on the title of motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter.

There is no well-documented study in the area. Therefore, the researcher of this study observed this as a major study gap. Accordingly, the current study is differing from the above studies a study of motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter.

Therefore, the present researcher understood that the practices of teaching paragraph writing through different strategies are one of the most important components of any language class. This is because strategies enable learners' to probe and grasp the essential concepts of paragraph writing that they may face. Therefore, the researcher tried to fill the gap what other local researchers did not show. These gaps were;

- EFL Teachers' use motivational strategies to teach paragraph writing.
- Students' motivation in paragraph writing.
- Students' major motivational problems in EFL paragraph writing.

Understanding the problem of teaching paragraph writing at Muja Mariam preparatory School and the existing research gap, the researcher is initiated to conduct descriptive survey research on how EFL teachers' motivational strategies and EFL students motivation to learn paragraph

writing can be practiced by the English teachers during their classes and how the students can be motivated in paragraph writing.

1.3 Objectives of the Study

1.3.1 Main objective

The purpose of this study is to assess motivational strategies EFL teachers use in teaching paragraph writing, EFL learners' paragraph writing motivation and major motivational problems they encounter: the case of grade 11 students at Muja Mariam preparatory school.

1.3.2 Specific Objectives

The study was intended to achieve the following specific objectives.

1. To identify motivational strategies EFL teachers' use in teaching grade 11 English paragraph writing.
2. To find out grade 11 EFL students' motivation towards learning English paragraph writing.
3. To spell out the major problems of motivation grade 11 EFL students face in learning to write paragraph.

1.4 Research questions

1. What are the teachers' motivational strategies in teaching students learn paragraph writing?
2. How are EFL students motivated in learning English paragraph writing?
3. What is the major motivation problem of students' face in learning to write paragraphs?

1.5 Significance of the Study

Conducting this research is significant for EFL teachers, students, and another researcher. First, the completion of this study is a great importance for teachers, because it helps them to teach writing with motivational strategies. Moreover, the research helps for teachers to modify their teaching methodology and enables them to treat and bring their ability, interest, knowledge, culture and other constraints.

The second major significance of this study goes to students. It helps them to be motivated or to bring motivation in paragraph writing skill during EFL paragraph writing. In our country context, especially, in rural areas, students are not motivated while writing paragraph in the class or outside the class. Therefore, the completion of this study enables the students' to be motivated.

Furthermore, the study is useful for other researchers as source of information and for further study. For other researchers, it might be the benchmark on this area or on the same topic with some modification and fill that gap. Finally, conducting this study is a great importance for curriculum developers since it helps them to get some inputs about motivation in paragraph writing when they design a text or other teaching materials.

1.6 Limitations of the study

Conducting a study may not be out of limitations due to different reasons and factors. Therefore, the researcher encountered major difficulties related with place, finance, materials and time. Since it was a descriptive research, the researcher used questionnaire and interview as a data collecting tools and the questionnaires were given for English teachers and students at Muja Mariam preparatory school. The participants of the study were 10 English teachers and 150 students. Those sample sizes were selected through purposive sampling to get the students' and teachers' when the researcher need them. Then, the researcher distributes the questionnaire to the selected students and teachers. The researcher faces difficulties with place and time to accomplish the tasks. During that time, the researcher used his regular class time, but a single 42 minutes were not sufficient rather it was needed extra time.

In relation to the place, the researcher asked and got permission from the school administrative to use the ICT laboratory room. This room was selected since it was cleaned and attractive to collect the questionnaire. Therefore, the researcher solves problems with such strategies. At the end, the researcher interprets and analyzes the collected data through mixed methods.

1.7 Delimitation of the Study

It is interesting to conduct a research on the title of EFL teachers' motivational strategies and students' Motivation learning to write paragraph in the year of 2014 E.C.

Furthermore, the research if it included all of the other language skills such as listening, reading and speaking by using different skills it was good. However, in order to make the study valid and manageable, it only focused on EFL teachers' use of motivational strategies and EFL learning paragraph writing. Therefore, the study was delimited to Muja Mariam preparatory school grade eleven students in Gidanworeda Amhara region only to see motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter.

1.8 Operational definitions of terms

Motivation- is 'a force that activates, directs, and sustains goal-directed behavior' Liu, 2007.

Literature in education psychology reveals that motivation, related to the human mind, is an abstract concept which 'explain(s) why people think and behave(s) as they do' Dörnyei, 2001, p.1. In language education research, motivation to write in a second language (L2) is influenced by social-cultural and contextual factors, as well as instructional practice.

Motivational Strategies: - Motivational strategies refer to teachers' practice to enhance student motivation in learning, that is, 'instructional interventions applied by the teacher to elicit and stimulate student motivation' Guilloteaux&Dörnyei, 2008, p. 57.

Method: A procedure or process for attaining a goal or a systematic procedure, technique or a set of rules in doing something.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Definition of Paragraph Writing

Paragraph writing has taken on different definitions. It defined as representation of speech by using graphic symbols to be recorded.

Lyons 1968, p.38 explained, "Paragraph writing is essentially a means of representing speech in another medium". Supporting the same idea, Brown 2001 said, "a simplistic view of paragraph writing would assume that written language is simply the graphic representation of spoken language "Paragraph writing is a way of communicating which uses a system of visual marks made on some kind of surface".

Here, the researcher as a researcher agreed with the idea of the above scholars that, the meaning of paragraph writing does not stop at the idea of graphic symbols or visual marks; these symbols must to be arranged according to certain conventions and rules in order to form words and then sentences to produce a full and complete text that communicates a message and expresses our thoughts and feelings.

2.2 Characteristics of Paragraph writing

In general, a paragraph to be effective, it must have three characteristics: Unity, coherency and adequate development of ideas.

2.2.1. Unity

Unity in the paragraph means oneness of idea. A paragraph must have unity; that is, its sentences must stick to the dominant ideas of the paragraph. Paragraph is a form of written communication, which contains a minimum of five sentences. Each sentence in a paragraph "talks about" or develops one single main idea. If a paragraph does this, it is said to have unity.

Which means each sentence in a paragraph must be tied to the one before and after it, like links in a chain, by using special words called transitions. If your paragraph contains these links, it is said to have coherence.

A good paragraph possesses unity when all the sentences develop the main idea. Unity in the paragraph is achieved by the use of (1) a topic sentence with its controlling idea (2) supporting details, and (3) a clinching sentence.

2.2.2. Coherence

Unity in a paragraph is not enough, for even if all sentences relate to the Topic Sentence, the way in which they are related may be muddled. Sentences must cohere; that is, the thought contained in one sentence should be clearly related to the thought of the following sentence

Coherence can be regarded as a connection between utterances with discourse structure, meaning, and action being combined Schiffrrin, 1987. Coherence can be achieved by the use of certain devices, among them Transitional words and Phrases, Pronoun Reference, Repeated Key Terms or Parallelism. Primarily, coherence rests on clear logical progression of thought from one sentence to the next.

There are many ways to make a paragraph coherent. One-way is to use linking words. There are many kinds of linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and the transitions are common types of linking words. They are words or phrases that help to link sentences to one another Boardman and Freedenberg, 2002:p.36.

Consequently, to have a coherent paragraph, students keep unity of the paragraph, the paragraph which is expressed by the relationship between sentences in the paragraph and use different cohesive devices that are used to fix sentences together for the signal of flow of ideas in the text. Generally, producing a paragraph is combining different sentences using different cohesive devices to build the central idea, which is anticipated to be delivered and summarized using concluding sentences.

2.3 Teaching paragraph Writing

Teaching English as a second language refers to teaching students whose first language is not English. While language learning requires several skills, one of the language skills is paragraph writing, which can be by writing sentences which continued by writing paragraph in a certain length. According to (Brown, 2001:335) Paragraph writing is aimed at beginning paragraph-writing skills. It requires an adequate knowledge of grammar, vocabulary and sentence structures and others. Paragraph writing is important for the learners since they can express ideas, thoughts and feeling. Moreover, it is a medium to communicate to people in other places.

“A simplistic view of paragraph writing would assume that written language is simply the graphic representation of spoken language.”

(Brown, 2001:335). Paragraph writing is more complex hence writing pedagogy is important, as Brown states by claiming that paragraphwriting is “as writing different from speaking as

swimming is from walking” (2001:335). This is supported and developed by Hedge, states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.”

Therefore, effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as a high degree of accuracy, complex grammar devices, and a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one’s written text (2005:7). All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

2.4 The Role of the Teacher in paragraph Writing

Teaching in general is indeed a hard task. It requires great effort: moral, psychological and physical. Harmer (2001, p. 235) classified the roles that the teacher should have to play as follows:

- The teacher as planner and facilitator of situations and suitable learning contexts.
- Developer, creator and adapter of materials and resources.
- Assessor, guide and facilitator of knowledge.
- Evaluator.

However, in Muja Mariam preparatory school grade eleven EFL teachers are not facilitator and evaluator to teach paragraph writing.

Spelleri (2002, p. 20), in her turn, suggested some roles that the teacher should perform:

- A filter: He presents language in a controlled manner and sufficient quantities to meet students’ needs and interests.
- A culture guide: He introduces and clarifies any kind of cultural information that may occur in any topic.
- An objective chairperson: Sometimes authentic argumentative topics may lead to conflict and hard discussions between learners, the teacher must be objective, fair and sympathetic coach.

The role of the teacher is indeed very hard. The teacher’s role is multiplied and shifts from being simply a transmitter of knowledge to become facilitator and guide of the learning process and more than that, he becomes integrator of new materials and designer of new teaching learning

activities, collaborator, and evaluator. When it comes to the writing skill, teaching this skill is a complex process that requires from the teacher very important roles: First, teachers should be a Facilitator to their learners.

The researcher also agreed with that the teachers' personality and professional skills have the great role in order to create many discussions among the students with the help of providing friendly, good mood and interacted classes. If the teacher cannot be assessor the students' can be influenced the overall classroom activities performed by the teacher and the students and providing equal opportunity to the students highly enable them to participate by dealing with convenient teaching methods.

Teachers play a vital role in the process of teaching a foreign language. In teaching English as a foreign language for instance, teachers have a great impact on the student's motivation and thus achievement. In the classroom, a teacher can perform many roles with different aims. One of the essential duties of the teacher is to create the appropriate environment that helps the student learn. Teachers are responsible for changing the moods of the classroom with their students. They interact with the student and influence on them to learn by asking them questions, and letting them ask to investigate their ideas.

English language teachers should appear friendly in every class by providing appropriate teaching instruction in order students become motivated and interested to participate actively. (The researcher's view, October 2017)

Feedback is provision of information on the results of one's actions Maarof, Yamat and Lili, (2011) defined "teacher feedback as feedback from a source to a recipient in the form of information about the correctness, accuracy or appropriateness of the recipient's past performance".

Teachers can see that the successful strategies minimize language-learning anxiety. To overcome this anxiety, which can be debilitating, it is essential to create a low anxiety classroom atmosphere.

Teachers act as facilitators, organizing writing experiences that enable learners to develop effective composing strategies. Second, teachers perform also the role of a coach or trainer in that they train their learners all the strategies and techniques that make them able to face any writing task. They also support and encourage their students to get involved in a writing process. In addition, they stimulate their students desire to write and develop their competence as effective writers.

2.5 Teacher's use of Motivational Strategy to teach paragraph writing

Learner's motivation is one of the key factors that determine success in learning paragraph writing. Motivation researchers found that motivational strategies that teachers can use effectively influence learners' motivation toward learning paragraph writing. Dörnyei presented more than 100 motivational strategies in the paragraph writing Classroom. These motivational strategies could be categorized into four groups:

- Creating the basic motivational conditions,
- Generating initial motivation,
- Maintaining and protecting motivation and
- Rounding off the learning experience (encouraging positive self-evaluation).

The concept of all these strategies are based on the idea that teacher behavior and beliefs significantly affect students' motivation for learning paragraph writing. For this reason, strategies in motivating language learners should be seen as an important aspect of motivation toward learning in paragraph writing. Therefore, several research studies constructed and summarized motivational techniques for teachers in classroom application (Alison & Halliwell, 2002).

The researcher agreed with the point that several relevant motivational components into a multi-level, paragraph writing motivational construct in order to understand paragraph writing language motivation from an educational perspective. Motivational strategies critically manipulate the development of paragraph writing learning in motivation. If Muja Mariam EFL teachers' use motivational strategies, grade eleven EFL students may be motivated to learn or write paragraph writing. Therefore, the researcher believed that the problem is not only the teachers but also the students because students can also use motivational strategies to improve their paragraph writing skills by themselves. The researcher agrees that EFL teachers should use motivational strategies to teach paragraph writing. But, according to Muja Mariam preparatory school EFL teachers do not use motivational strategies because of this the students are not good at in paragraph writing.

2.6 Definition of Motivation

Before dealing with some of these definitions, it is worth to highlight the origin of this item. Motivation is derived from the Latin word "mover" which means, "to move". "To move" by definition implies a dynamic process because a movement is active and involves the stages of movement initiation and movement maintenance. In order to achieve their goal, individuals

move using their capacities and efforts. Gardner, (1985; cited in McKay and Hornberger, 1996, p. 5) defined motivation as “the combination of desire and efforts made to achieve a goal; it links the individual’s rationale for any activity such as language learning with the range of behaviors’ and degree of effort employed in achieving goals”. Motivation is then a goal oriented, this goal can be just an inner satisfaction or it can be a reward such as praise, money, and gift. William and Burden, (1997, p. 112) identified “human motivation to learn any particular thing was accounted for in terms of what biological needs were being met during the early learning years and what kind of reward or reinforcement was provided for early attempts to learn”.

Motivation is then the inner drive that helps one meet and achieve his/her desired goals or rewards. Ryan and Deci (2000, p. 54) state that “a person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated”. Slavin (2003, p. 329) defines motivation as “what gets you going, keeps you going, and determines where you’re going to go.” Therefore, being motivated implies being moved, energetic, dynamic and active. It also involves a sense of self-determination.

As Brophy (2004, p. 206), defined motivation is “a tendency to find academic activities meaningful and worthwhile and try to drive the intended benefits from them”.

Hence, motivation is fundamental in learning in the sense that it stimulates, controls, and retains the students’ behavior; it serves as an indication for teachers to deduce how much students are willing to learn and what is the purpose behind that.

Besides that, highly motivated learners are viewed to have more potential to participate in the classroom, and have an influence on low motivated learners, who lack authentic motivation to pursue learning tasks or engage into classroom activities.

Slavin (2006, p. 117) says, “Motivation is an internal process that activates, guides, and maintains behavior over time”. Motivation is a whole procedure that stimulates and sustains behaviors’ to reach long-term goals. It explains the conduct of a person (a learner) why he/she behaves in particular manner. Schuk (2012, p. 346) reveals that “motivation is not observed directly, but rather inferred from behavioral index such as verbalizations, task choices, and goal directed activities. Motivation is an explanatory concept that helps us understand why people behave as they do”.

Here, the researcher as a researcher agreed with the idea of the above scholars that students’ primary and secondary needs play a significant role to be motivated in different educational

programs because when their economic and social status improved, they need more effort to participate. Thus, their positive perceptions and self-concept towards them is likely to be measured by the level they participate in different educational programs.

2.7 Definition of Motivational Strategies

Motivational strategies refer to (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation."

The little focus of paragraph writing research on the motivational strategies, Cheng and Dornyei (2007) have conducted an empirical study on the Taiwanese students. They investigated the importance and use frequency of the different motivational strategies. It is found that the list of motivational strategies is similar to that emerged from Dornyei and Csizer's study. However, some dissimilarity refers culture affects the use of motivational strategies.

Guilloteaux and Dornyei (2008) have conducted more studies investigating the effect of the teachers' use of motivational strategies on their students' motivation in South Korea. Guilloteaux (2007) says about the results of this study, "language teachers can make a real difference in their students' motivational disposition by applying various motivational techniques and strategies.

"At this time, there are interesting motivational strategies types like pair work, group work, and student center but to apply this types of strategies and others the environment and culture affects the teachers. School environment or school climate is another factor that affects motivation in education. School environment refers to different norms and regulations that determine the overall climate in the school. Positive school environment makes students feel safe and secure, meets their basic needs such as daily meals, and provides an optimal environment for them to build healthy social relationships. Learning environment is too serious can also lower motivation in education. As the researcher observed in Muja Mariam preparatory school, motivational strategies cannot apply.

Despite the big value of the tested motivational strategies, Dornyei (2001) explained that not every strategy could work in every context. In addition, the factors of culture, age, gender and relationship to the target language play an important role in selecting the suitable motivational strategies.

According to Dornyei (2001) Cambridge University in motivational strategies in the language class, Motivational strategies are techniques that promote the individual's goal-related

behavior. Because human behavior is rather complex, there are many diverse ways of promoting almost any influence a person is exposed to might potentially affect his/her behavior.

Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

With respect to the various strategies promoting classroom L2 learning, there are several ways to organize them into separate 'themes'.

For example:

- Focus on the internal structure of a typical language class and cluster the strategies according to the various structural units (strategies to present new material, give feedback, set up writing tasks or assign homework).
- Design a primarily trouble-shooting guide in which some particularly problematic facets of the classroom's motivational life are listed and suggestions are offered on how to handle these (how to deal with student fatigue; lack of voluntary participation; or anti-learning influences of deviant children).
- Focus on key motivational concepts such as intrinsic interest, self-confidence or student autonomy and use these as the main organizing units.
- Centre the discussion on the main types of teacher behavior that have motivating effects (showing a good example and modeling student behavior; communication and rapport with the students; consciousness raising about self-regulated strategies; or stage managing classroom events).

However, according to Muja Mariam EFL teachers do not create a pleasant relax atmosphere in the paragraph writing. Not only this but also EFL teachers do not make the language classes interesting, do not increase the learner's paragraph writing goal oriented and should not have a good relationship with the learners.

2.8 Kinds of Motivation

Being motivated is having a deep desire to achieve a well-defined goal. A force pushes the person to accomplish a given task. This force can be internal and comes from the individual, intrinsic motivation, or imposed by others, extrinsic motivation.

2.8.1 Intrinsic Motivation

Intrinsic motivation is an action of appealing activity, which is pleasant and agreeable to perform. Deci and Ryan, (1985, p.39) define intrinsic motivation as “motivation to engage in an activity because that activity is enjoyable to do”. Intrinsic motivation is seen as voluntary, spontaneous, and independent of reinforcement or biological drives, and it needs no external reward. For instance, students go to a library and buy many books because they like reading. These learners are said to be intrinsically motivated to read books. Intrinsic motivation is defined as task participation for its own reward.

It is well stated by Ryan and Deci, (2000, p. 56), the doing of an activity for its own inherent satisfactions rather than for some separable consequences.

When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressure or rewards”. A person is said to be intrinsically motivated, when he is interested in doing or learning tasks to please himself and no one else. It is closely related to the individual’s satisfaction within himself. Moreover, a person will feel a sense of challenge, if he is given freedom to choose what activities to perform and his performance will be undoubtedly effective.

The importance of having individuals performing activities for their own sake is because “it is through acting on one’s inherent interests that one grows in knowledge and skills” (Ryan & Deci, 2000, p. 56). The intrinsically motivated persons are self-motivated; they do not need any reward from anyone, but rather are self-determined to do a given task, because they find it pleasurable and joyful. Aronson (2002) stated intrinsic motivation as: “a type of self-motivation in which people do activities that interest them, provide spontaneous pleasure or enjoyment, and do not require any ‘reward’ beyond this inherent satisfaction”. (p. 64). Researchers reveal that intrinsic learners are more likely to become effective learners. There are many advantages of intrinsic motivation; Jordan et al (2008, p.158) summarized them as follows:

- Engage in tasks and pursuit on their own initiative, resulting in self-directed and self-regulated learning strategies over long periods of time;
- Involve themselves in deep rather than surface learning;

- Experience increased levels of self-satisfied, self-efficacy and competence.

Intrinsic motivation is significantly enhanced when students triumph over challenging activities that are adapted to their competencies. Presenting learners with activities that have an optimal challenge will amplify their performance. Challenging activities indeed stretch learners' desire and self-efficacy to perform and accomplish the activities in question. Curiosity is also considered as the most determinant of intrinsically motivated actions. To engage and stimulate students' curiosity a teacher can ask questions to his students. Asking questions enhance students' curiosity and interest and drive them to search for the answers. Brophy, (2004, p.228) explained this in his own words: "you can stimulate curiosity or suspense by posing questions or doing "set up" that make students feel the need to resolve some ambiguity or obtain more information about a topic"

2.8.2 Extrinsic Motivation

The Self-Determination Theory sets extrinsic motivation.

Deci and Ryan (1985, p. 39) define extrinsic motivation as an "action carried out to achieve some instrumental end such as earning a reward or avoiding a punishment".

According to this definition, people who are extrinsically motivated usually perform activities to reach some instrumental goals. The instrumental goal can be positive and morally conscience as it may be lacking in morals and values. Later, in 2000, Ryan and Deci define extrinsic motivation as

"A construct that pertains whenever an activity is done in order to attain some separable outcome" (p.60). This reward can be a good mark to please the learner's parents or a monetary gift or gain praise. Learners differ not only in the level of motivation but also in the orientation of that motivation. For example a pupil who studies hard because he fears his father's punishment or because, his mother promises to offer him a gift. Another illustration is that of a student who attends regularly his courses because he is afraid to be excluded.

2.9 The Role of motivation

Motivation plays a significant role in education; it is an essential element necessary for quality of learning. (Abussalim, 2008) mentioned that it is one of the influential factors on the teacher and the learner that contribute in the success of the teaching learning process. Without motivation, students cannot reach their goal easily.

Motivation is needed where people have difficulties such as at school, and at work. Without motivation, students cannot reach their goal easily. Therefore, Lack of motivation in education could damage the learning process.

Motivation is the state that can maintain students' attention and behavior as well as provides with more energy to needed to lead tasks to completion. Thus, it can help sustain activities over a period. In education, motivation can have a variety of effects on students' behavior, preferences, and results. For instance, motivation can:

- help us direct our attention toward tasks that need to be done,
- allow us to do these tasks in shorter periods of time as well as maintain attention during a longer time,
- minimize distractions and resist them better,
- affect how much information we retain and store,
- Influence the perception of how easy or difficult tasks can appear.

Most importantly, motivation urges to us perform an action. Without it, completing the action can be hard or even impossible.

The researcher supported what Schuk (2012, p. 346) suggested that motivation can let students to be active in different discussion and become benefited when there is motivation. Therefore, the more students participate in class, the better they become active participant in a given task. What are all happening in the classes is determined and expressed by the quality of students' motivation happening in the classroom. As a result, students can easily prepare exercise and notes in the class and at home.

2.10 Theories on Motivation

2.10.1 Socio-educational Model

A research into second language motivation is dated back to the late 1950s and flourished in the 1970s with the pioneering work of Lambert and Gardner. Gardner (1985) proposed three key components of motivation:

- A. motivational intensity or effort,
- B. desire to learn the language and
- C. attitudes towards learning the language'

(Dörnyei&Ushioda, 2011, p. 41) distinguishes between motivation and orientation, where orientation stands for a goal. Orientation is an incentive that gives rise to motivation and steers it towards a set of goals. Strictly speaking, orientations are not part of motivation, but function as 'motivational antecedents' (Dörnyei&Ushioda, 2011, p. 41). Gardner identified two main orientations through his research an integrative orientation, which is an interest in interacting with paragraph writing language group and an instrumental orientation, an interest in the more materialistic and practical advantages of learning a new language, such as aspiration for a better career.

The integrative component in Gardner's work is consistently cited in empirical studies as 'explaining a significant portion in the variance in paragraph-writing learners' motivational disposition and motivated learning behavior' (Dörnyei, 2003, p. 5).

Gardner described the difference between these orientations and actual motivation. For example, an integrative orientation was a class of reasons suggesting why a person might undertake language study, including a desire to integrate with a particular language community. By itself, this reflected a goal that might or might not lack motivational power. In contrast, an integrative motive included this orientation, plus the motivation, which included desire, motivational intensity, and a number of other attitudes involving the target language community. However, Gardner's socio-educational model was criticized based on its emphasis on the integrative orientation.

Clement and Kruidenier (1983) conducted a research study in order to identify additional factors that influence motivation. The findings showed four different orientations to language study. The instrumental orientation was an important factor, associated with reasons such as travelling, seeking new friendships, and acquiring knowledge. They asserted that 'relative status of learner

and target groups as well as the availability of (or at least familiarity with) the latter in the immediate environment are important determinants of the emergence of orientations' (p. 288).

2.10.2 Psychological Model

The 1990s a shift from the socio-educational model of motivation to an emphasis on a psychological model, which views motivation as a more dynamic factor, more cognitive in nature, and more established in the educational contexts where most L2 learning occurs.

This shift came with Dörnyei's concern to expand the model of motivation beyond two orientations. He stated that ,the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on what languages where' (Dörnyei, 1994, p. 275). His motivational model was categorized into language level, learner level, and learning situation level. The language level refers to aspects of paragraph writing, including the culture, community, and the values and benefits associated with it. The individual level consists of the learner characteristics that language learners bring to the classroom. However, the learning situation involves various factors including the classroom environment, teacher, learning context, teaching methods, classmates, and teacher personality. The intriguing factor in Dörnyei's model is that each of the three levels of motivation operates independently of the others.

Research on paragraph writing motivation by Ushioda (2011), revealed a need for a more pragmatic education centered approach, investigating classroom reality, identifying, and examining classroom specific motives. Cortazzi and Jin (1999), on the other hand, found that culture and identity are two essential variables in motivating paragraph-writing learners.

Dörnyei and Ushioda (2011) introduced a new approach in paragraph writing learning labeled "L2 motivational self-esteem," which links the learning of a foreign language to one's personal identity. This approach has implications for learning a foreign language in that the learner develops self-maturity and thus self-motivation in acquiring the paragraph writing language.

2.10.3 Self-Determination Theory

Deci and Ryan (between 1985-1991) initially developed the theory; it is concerned with supporting learners' natural or intrinsic tendencies to behave in effective ways. The self-determination theory contains three orientations to motivation, which are placed on a continuum of increasing self-determination: a motivation, extrinsic motivation, and intrinsic motivation. A motivation occurs when learners see no relation between their actions and the consequences of their actions. A motivated paragraph-writing learner believes that they are wasting their time

studying the paragraph writing. They do not have language learning value and do not expect to be successful.

(Ryan & Deci, 2000). A motivation should not be confused with demonization, which refers to a reduction of motivation due to some specific external forces (Dörnyei, 2001b). Dörnyei (2001b, c) made a distinction between a motivation and de motivation. De motivation concerns 'specific forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action' (Dörnyei, 2001b, p. 143). De motivation refers to a decrease of motivation.

Brown (1994) has been one of the main proponents of emphasizing the importance of intrinsic motivation in the paragraph-writing classroom. He argues that traditional school settings cultivate extrinsic

Motivation, which, over the long haul, 'focuses students too exclusively on the material or monetary rewards of an education rather than instilling.

An appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration' (Brown, 1994:40). In contrast, 'an intrinsically oriented school can begin to transfer itself into a more positive, affirming environment the result an appreciation of love, intimacy, and respect for the wisdom of age' (Brown, 1994: 41).

The same book also offers a number of strategies on how to achieve such an optimal state (Dörnyei, 1998). Another aspect of self-determination theory that has been applied to the L2 field has been the emphasis on fostering learner autonomy in paragraph writing classrooms in order to increase the learners' motivation. This emphasis is relatively new; however, a number of recent reviews and discussions. (Dickinson, 1995) provide evidence that paragraph writing motivation and learner autonomy go hand in hand. 'Enhanced motivation is conditional on learners taking responsibility for their own learning and perceiving that their learning successes and failures are to be attributed to their own efforts and strategies. Rather than to factors outside their control' (Dickinson, 1995:173-4). These self-regulatory conditions are characteristics of learner autonomy, and thus, as Ushioda (1996: 2) explicitly states, 'Autonomous paragraph learners are by definition motivated learners'.

2.11 Teacher's problems of using motivational strategies

Teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn. Wlodkowski 1986:92 EFL teachers do best or provide appropriate strategies to teach paragraph writing to do the given task. The teacher should encourage the students and give feedback. Motivational strategies for the paragraph writing as instructional interventions consciously applied by L2 teachers to elicit, enhance, and sustain student motivated behavior, as well as protect it from competing (and thus potentially distracting) action tendencies. Differentiated instruction is one of the most popular teaching strategies, which mean that teachers adjust a lesson, unit or even entire term in a way that engages all learners in various ways. In order to be successful, teachers need to know their knowledge how they learn and their strengths and weaknesses.

The best ways to demonstrate the necessary strategies and skills are model them to explain demonstrate.

This was, in a way, understandable when preparing for the class the teacher spent a relatively long time imagining the activity sequence and envisaging who does what, whereas the students were asked to do all this promptly after the instructions. Therefore, it usually pays off to spend a bit longer demonstrating the task and illustrating some of the strategies that might be particularly effective during task completion as it can effectively sort out any confusion or lingering doubts. The task instruction should spell out exactly what students need to do immediately after the instruction is over.

Work with the learner at the beginning of difficult tasks. It is amazing what can be lifted and moved with just a little help.

For example, by pretending to be a student and performing various roles or the teacher can ask volunteers to act out your guidelines. Another, less commonly used way is the 'think aloud' technique, which involves saying out loud the various steps taken in approaching and dealing with an issue and how performing a complex task can be broken down into smaller steps. It is also useful to remind students of previously learned knowledge or skills that they can make use of during task completion. Before making a bigger assignment, you can also get the whole class to brainstorm lists of strategies for getting the task.

The researcher agreed with the above points that suggested by Wlodkowski 1986:92 Teachers can differ in the way in which they try to motivate students to learn and their motivational strategies can vary from autonomy-supportive to controlling. Teachers extract and develop a

plethora of different teaching styles or strategies. Therefore, teachers must have large and varied strategies to use weekly and even daily in order to increase the students engaged and even keep them from getting bored. However, According to Muja preparatory school, the students are passive to learn paragraph writing because of the teachers' lack of motivational strategies. Therefore, students by themselves careless to learn and practice paragraph writing.

2.12 Learners' Problems of paragraph writing Motivation

Byrne (1988:4) thinks that because of the absence of the prosodic features in paragraph writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own. Similarly, Hedge (1988: 5) thinks that so as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices.

Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.

2.12.1 Grammatical Problems

Learners have a number of problems in their attempts to write paragraph. As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students. In the context of Muja, preparatory school students have problems with subject verb agreements, pronoun references, and connectors when they write paragraph. However, the researcher believes that practice is the best if the students have good motivation in writing they can be a good writer in a paragraph.

2.12.2 Problems of Sentence Structure

Sentences reflect various syntactic structures (Reid, 1983). However, incapable learners use run-on, incorrect, and fragmented sentences (West 1966, in Tsegaye 2006:16).

Kharmar (1987) states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. According to (Reid, 1983) cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students.

2.12.3 Problem of Word Choice

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983; Alamirew, 2005). According to Reid (1983) in Melese (2007: 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

2.12.4 Cognitive Problems

The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

a. Punctuation Problems

According to Byrne 1988 , the fact that punctuation has never been standard to the extent as spelling, makes it problematic. Similarly, Carrol (1995) state "students' writing encounter punctuation problems as there are no universal rules of punctuation."

b. Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system, which has become inconsistent, is complex for students (Gowere et al, 1995).

According to Gowere(1995)Learners' Problems of paragraph writing on motivation is pronunciationandspelling because they are complex and difficult to write in paragraph.

2.13 Causes for Students' Problems in EFL Paragraph Writing

Paragraph writing, which constitutes a problem for many EFL students in Ethiopian schools, is a major challenge for both students and teachers of English at Muja Mariam preparatory School.

Despite some approaches to the teaching of writing having been involved from various teaching methods, tackling EFL writing is still one of the perennial challenges for students in developing English paragraph. Therefore, the ever-persisting challenge that EFL students encountered in developing good paragraph associated with factors such as:

2.13.1 Lack of Practice

Converting competence into performance requires practice.

Italo (1999) states that, the learners must take the responsibility for their learning if meaningful learning is to take place he also adds that the best ways to learn any skill would be to practice it. To become bestdriver, the best way is to drive. In addition, using the most effective approach to teaching EFL writing is not enough if learners do not practice.

Paragraph writing is a skill acquired only through practice. It is, like dance and sport, an activity that could be improved (Andrews, 1999) states it is admitted that many students do not have good access environment to practice paragraph writing outside the classroom.

2.13.2The students' learning habit in paragraph writing

Teachers' way of teaching paragraph writing has its own contribution whether it is positive or negative on the learners' paragraph writing knowledge. Some teachers do not encourage learners to use different paragraph writing strategies like predicting, paraphrasing and the like. Due to these facts, teachers create problems on the learners' achievement in EFL paragraph writing. Underwood (1989:19) explained as follows;

Teachers think that students must understand everything in their lesson carefully. Unless students get worried if they don't understand every word or phrase and only when learners accept the fact that they don't or probably can't understand everything are repaired to work with particularly understanding to write. This proposition indicates that learners who passed through such instruction could not be good writer. On the contrary, other learners who engaged in this instruction most likely are effective so learners' learning habit predicting, guessing and paraphrasing, skills plays a crucial role in learners' accomplishment EFL paragraph writing tasks accordingly. Therefore, teachers' way of teaching influences the learners' performance directly or indirectly; as a result, conducting a study concerning on this issue found most important to improve the learners'. In the context of Muja Mariam School, students' learning habit in paragraph writing is not good. They are far from in paragraph writing practice. So, this one is one of the problem not to be motivated in paragraph writing class.

2.14 Ways of motivating students during paragraph writing in the classroom

A) - Pair work” or “Group work

successful ways, if the teacher is resourceful and skillful enough, to motivate his/her students to participate in paragraph writing lesson is to use “pair work” or “Group work” appropriately.

English paragraph writing Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both paragraph-writing learners. In fact, learners can help each other while working on different types of paragraph writing tasks. Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in flow of idea, another can be good in expressing ideas verbally; a third other student can be good at role-play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their and comrades than from their teacher. Finally, paragraph-writing teaching requires a sense of community and an environment of trust and mutual confidence, which “pair works” or “Group work, can provide.

B) Role play

This is another technique to vary the pace the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role- play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student’s book are followed by a role- play activity where it becomes a necessity to undergo such an activity. As good examples of that, we can state the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation.

2.15. Factors that Influence Students’ Motivation in paragraph writing Class

2.15.1 Teacher Behavior and Personality

If a student has a negative emotion such as fear or disliking towards their teacher, that can negatively affect their attitude toward the subject as a whole. If a teacher shows a preference towards certain students or uses derogatory and humiliating language, that can lower their motivation in education.

On the other hand, kindness, optimism, positive feedback, and encouragement can positively affect students’ motivation to learn.

2.15.2 Teaching Methods

Students are more likely to retain their motivation in paragraph writing if teachers use different teaching methods. That creates diversity and prevents students from getting bored. Giving room choices such as which partner they like to work with can be beneficial too.

Students in a single class are likely to have different styles of learning. Thus, a teacher is more likely to meet these needs by applying different teaching methods.

Another important aspect is ensuring that the knowledge or skills learned can be practically applied in real life.

In some cases, enrolment in extracurricular activities or support from a tutor can help address students' needs that are not met at school.

Teaching method is the way that the teacher teaches his/her students should be taken in to consideration since it is crucial to engage students in active participation by aware of students' interest and learning style.

2.15.3 Learning Environment

School environment or school climate is another factor that affects motivation in education. School environment refers to different norms and regulations that determine the overall climate in the school.

Positive school environment makes students feel safe and secure, meets their basic needs such as daily meals, and provides an optimal environment for them to build healthy social relationships.

Too many classes and learning environment that is too serious can also lower motivation in education. Adding a fun element to classes can help to ease the atmosphere and improve motivation and results. Allowing enough time for play and rest can also have a positive effect.

CHAPTER THREE: METHODOLOGY

This chapter deals with the methodologies and the procedures of the study. The aim of this study was to assess motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter at Muja Mariam Preparatory School.

It describes the design of the research, population of the study and sampling techniques, instruments, procedures of data collection, and method of data analysis are stated here under.

3.1. Research Design

The research design used in the study was qualitative and quantitative research design as it used to gather and analyze the data. A mixed research design is a procedure for collecting both qualitative and quantitative data in a single study, and for analyzing and reporting data based on a priority and sequence of information (Creswell, 1994). Moreover, a Kthari (2004) state that the major purpose of descriptive survey is description of qualitative and quantitative research approach. These research approaches were chosen because it could provide information concerning the status of the current practices of motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter.

Therefore, both qualitative and quantitative techniques (mixed methods) helped the researcher to collecting the relevant data and in drawing valid conclusions.

3.3 Population and sampling techniques

There are two options of grade levels in Muja Mariam preparatory school. These are grade 11 and 12. The researcher selected grade 11 students. The main reason the researcher selected this grade level is the researcher has a great chance to get valid data. Again, the researcher has been teaching in this grade level so that he had an experience about the existence problems and practice of how EFL teachers not to use motivational strategies and students motivation to learn paragraph writing. The other reason is grade 12 students were entrance examination taker before the actual academic year ends. Therefore, seventeen sections from grade eleven were selected using purposive sampling techniques because the students are homogeneous incidentally based on paragraph writing performance with other section students.

Another reason to select this grade level was the solution could be proved in the next grade level whether the objective achieved or not. In Muja Mariam preparatory school, there are 500 students and 10 EFL teachers in grade 11 and 12. Among these, there were 240 male and 260 female students and 10 male EFL teachers includes the researcher. In these vast numbers of population to save time and energy, the researcher used purposive sampling method.

In this research sampling technique was used to take sample is purposive sampling. Purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. With purpose, sampling the researcher can choose the sample representative.

Yalew (2009:145-146) states that the number of participants always should be determined based on the population of the study. For instance, in a million populations even to select 1% is difficult to manage the number. On the other hand, Dornyei (2007:88) elaborates that for practice, factor and other multivariate research procedure at least 100 participants should be selected from the whole population.

Thus, purposive sampling technique was utilized to select participant students and EFL teachers and convenience-sampling technique was used to select the study area since the researcher has been working in this school and due to its geographical proximity.

The researcher has been teaching this grade level and it was believed that, the problems of the students could be shown easily. It is also possible to obtain adequate information from teachers who have been teaching these students. The students were selected for the following reasons: For one thing, they are poor in their paragraph writing skills since the researcher meets them in day-to-day activities and observed their problems. Second, they are not interested and motivated to do activities.

3.4 Data collection Instruments

In order to collect the data accurately, the following instruments were used.

3.4.1 Questionnaire

The students' questionnaires were adapted from YonasAmare EFL students' motivation in learning paragraph writing which was done at Wollo University in 2018 and also some students' questionnaires were adapted from YematawBihonegnstudents' problems learning EFL writing skills which was done at Wollo University in 2017. To check reliability and validity, the researcher used pilot study. The 19 questionnaires were prepared since they are suitable and matched with the current study objectives. Then the researcher selected 19 questionnaires to be identified for 30 percent students only. Before the students start to fill the questionnaire, the researcher explained the purpose of the study and oral instructions were given. For the administration of the questionnaire, the researcher used his own regular class, which lasted for one hour and awareness, was created for the respondents not to discuss with a group on the items as the other may influence the response of one student.

The researcher gave an hour for the selected students to complete the questionnaire. In general, the questionnaires were designed to assess motivational strategies EFL teachers use of teaching paragraph writing for EFL learners' motivation paragraph writing.

The researcher used a 5 point scale items from "strongly disagree, disagree, undecided, agree andstronglyagree.

3.4.2 Interview

The purpose of using the interview is to verify whether some of the information obtained from the questionnaire is accurate, and to elicit more reliable information is from the interviewees as, they describe their own practicing of motivational learning strategies. Therefore, better evidence could be obtained if teachers were invited to tell the researcher in a face-to-face communication about what they do in teaching paragraph writing.

The researcher employed semi-structured interview, which is used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. Accordingly, semi-structured was set and conducted with 7 male EFL teachers and 4 female and 3 male students interviewed to obtain supplementary data on teachers' knowledge on the practices of motivational strategies and factors that hinder the students' motivation in EFL classes.

First, the researcher prepared the interview questions and the researcher's advisor modified some interview questions.

The interview has taken averagely 45 minutes and it was conducted in the selected school compound for four days. The interviews were conducted in Amharic language, which is students' mother tongue language to avoid fear that students might not be able to understand the items, which are presented in English language. However, for teachers the researcher used English language to interview the teachers.

The procedure of interviewing was held through note taking while the interviewee was explaining his/ her ideas.

This data-collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments.

According to Nunan (1992), the interview is suitable for the descriptive study for two reasons.

First, interview can be employed for securing relevant data. Thus, the semi-structured interview, which was prepared, based on the objectives of the study and the review of related literature was set to collect relevant data.

Therefore, the researcher believes that this would help to get more information to support the data obtained through questionnaire and interview.

3.5 Data collection procedures

In order to generate data by using the above research tools from the participants, the researcher went through procedures and ethical considerations. The purpose of using these procedures was to avoid data contamination that collected through the tools accordingly. Therefore, first, the researcher asked permission from the school administrative organs, sample grade 11 EFL teachers and students of the school. Then, the participants were selected by using purposive sampling before data collection began. After that, the data collection process was carried out.

Then, the researcher designed questionnaire distributed for the students to make clear and understandable the questions. The researcher translated the questionnaire into Amharic language to make clear and understandable. As Stantley, et. al (2004:18) discuss questionnaire translation has always been basic to cross-sectional and second language studies. Next, it was distributed for the actual participant students since it was the main data-gathering tool. The researcher oriented the participants how to fill the questionnaire. Then, the questionnaires were filled by all respondents and were collected by the researcher.

After that, semi-structured interview was utilized to 7 male sample EFL teachers and 4 female and 3 male students to find out more reliable and depth information about EFL teachers' use motivational strategies and student's motivation to learn paragraph writing. Mainly, this interview helped the researcher to check whether the whole provided and relevant data were collected. The researcher designs the interview questions. Then, he introduced his name and explained the aim of the interview for the selected sample teachers and students. After that, the researcher starts to ask and take notes.

After collecting the data through different instruments, the researcher used the following procedures the collected data. In order to analyze and interpret the collected data, the researcher used mixed or qualitative and quantitative data analysis. The data, which were collected from interview and questionnaire, were interpreted qualitatively and quantitatively. Quantitative or numerical data were analyzed using descriptive statistics. Finally, based on the analysis of the data, the researcher tried to summarize the research findings, draw conclusions from the findings and suggest a few recommendations.

3.6 Mechanisms of controlling erroneous results

3.6.1. Validity

The face validity, logical flow and clarity of items in the questionnaire, and interview were checked by the researcher's advisor and experienced colleagues. Therefore, to check the validity, the researcher used the following measurements. First, all the questions for the oral interview were shared among the experienced and qualified teachers of English in the school. Those teachers were selected because they are experienced and participated in the research conferences prepared by the Woreda, zonal and regional level. In addition, the questionnaire item were sent to the researcher's advisors to judge if the questionnaires are valid or not, then the advisors approved in the main study.

Then, by taking the constructive comments and suggestions given by those individuals, the questionnaires were modified.

3.6.2. Reliability

To check the reliability of the students' questionnaire, pilot study was carried out at grade 11 students in Dildy preparatory school which is 42 Km far from the study area. To do this, 75 students were selected randomly based on their interest with the help of their EFL teachers before to the actual participants of the study. The reason why the researcher use pilot is, the students are similar academic achievement level with the actual participant of the study.

Finally, the reliability of the students' questionnaire was measured by Cronbach's Alpha method. Yalew (2009:228) states that when the value is above 0.65, the reliability of the tool is good. Therefore, the value of the questionnaires' reliability was 0.67. Since the questionnaire's reliability was good, the researcher directly distribute to the actual participants without having any change.

3.7. Methods of Data analysis

The data gathered through the above research tools were analyzed .The data collected through questionnaire items were analyzed and interpreted carefully within descriptive statistics (percentage and frequency) method. Again, the data collected through interview were analyzed qualitatively in the form of narration with findings supported by different theoretical arguments of studies conducted before by different researchers and other authors so that the implication could be understood.

3.8. Ethical Considerations

The researcher presented a letter written from Jimma University that the researcher is their student and is preparing a research on the title 'EFL teachers' motivational strategies and students' motivation in paragraph writing skills in Muja preparatory school. After the researcher got official permission to conduct the study in the school, sufficient information were forwarded for the respondents in detail explanation on the overall objective of the study. Respondents were informed that the information from them was confidential and it was needed for only the purpose of the study. Thus, the researcher informed to the samples and the researcher would make all possible effort to keep and make safe the participants' attitude and interest.

CHAPTERFOUR: RESULTS OF DISCUSSION

This chapter presents the results of data gathered through questionnaire, and interview. These data discussed thematically to answer the research questions raised in chapter one. Therefore, the presentation falls into two main sections. The first section discusses the analysis of data gathered from students through questionnaire. The second section deals with the data, which collected through interview from the teachers and students.

2.4.1. Quantitative Data Presentation

Among the data gathering tools, questionnaire was the major one, which was given for 150 students. The questions in the next table were asked to know whether learners often lack motivation or not when they practice paragraph writing.

Table 4.1 Students' Motivation in Paragraph Writing

Rating scales: 1.Strongly Disagree 2. Disagree 3. UN decided 4. Agree 5. Strongly agree

No	Statements	Response Scales				
		1	2	3	4	5
1	I often lack motivation when I practice paragraph writing because I am not good at grammar to write correctly	24(16%)	22(14.67%)	12(8%)	40(26.67%)	52(34.67%)
2	I often actively show my motivation in English language paragraph writing practice class	64(42.67%)	48(32%)	-	30(20%)	8(5.33%)
3	I am not interested in practical paragraph writing because it is not included in Ethiopian Higher Education Entrance Certificate Examination (EHEECE)	4(2.67%)	12(8%)	-	78(52%)	56(37.33%)

4	I often feel excited because I get new knowledge and information in paragraph writing activities.	52(34.67%)	46(30.67%)	10(6.67%)	25(16.67%)	17(11.33%)
5	I do not like different English paragraph writing materials because they make me feel demotivated	16(10.67%)	27(18%)	2(1.33%)	58(38.67%)	47(31.33%)
6	To improve my paragraph writing ability, I use self-motivational strategies.	52(34.67%)	58(38.67%)	-	27(18%)	13(8.67%)
7	Since my primary purpose of learning paragraph writing is to develop the writing skill, I often motivated to learn paragraph writing skill in the class room.	43(28.67%)	36(24%)	26(17.33%)	27(18%)	18(12%)

The above questions were asked to know whether learners often lack motivation when they practice paragraph writing or not. Therefore in the above table item one, as we can see the great majority of the students 92 (61.33%) responded that they agree in lacking motivation when they practice paragraph writing because they are not good at grammar to write correctly.

Regarding item two in the table, 64(42.6%) and 48 (32%) responded that they strongly disagree and disagree to the statement given as-' I often actively show my motivation in English language paragraph writing practice class'. This implies that most (74.6%) of students are not actively motivated to write a paragraph.

As we can see from the respondents, most respondents responded that they could not show their active participation to practice paragraph writing.

In relation to item 3 which is stated as 'I am not interested in practical paragraph writing because it is not included in Ethiopian Higher Education Entrance Certificate Examination (EHEECE)', it can be seen that 78(52.%) and 56(37%) informants responded agree and strongly agree, respectively. This means, majority of the respondents (89%) are not interested in practical paragraph writing since it is not included in Ethiopian Higher Education Entrance Certificate Examination (EHEECE).

On item four, which states, “I often feel excited because I get new knowledge and information in paragraph writing activities” 42(27.9%) respondents replied agree and strongly agree whereas 98(65.2%) responded strongly disagree and disagree. However, 10(6.6%) replied undecided about paragraph writing activities to get new knowledge and information.

Regarding to item four, it is possible to understand that majority of the respondents do not feel excited to get new knowledge in practicing paragraph writing.

Likewise, on item five, I do not like different English paragraph writing materials because they feel de motivated 105 (69.6%) respondents responded agree and strongly agree. In addition to this, 43(28.6%) responded strongly disagree and disagree. However, only 2(1.3%) respondents said undecided. Students are not motivated to learn paragraph writing unless they regard the material they are taught as worth learning. If students fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them. If students do not see the relevance of subject, the teacher has from the outset a major challenge. (Gary Chambers.)

To confirm in the table they do not like different English paragraph writing materials because they make feel de motivated. The majority of the respondents show that they were not motivated in paragraph writing materials.

On item, six regarding to the idea, which says, “To improve my paragraph writing ability, I use self-motivational strategies.”

110 (73.2%) responded that strongly disagree and agree respectively. However, 40(26.6%) responded agree and strongly agree. So, the respondent’s response indicated that the students do not use self-motivational strategies to improve their paragraph writing ability .”

Coming itemseven students also were asked about the primary purpose of learning paragraph writing is to develop the writing skill, how they often motivated to learn paragraph-writing skill in the classroom. For this question, 79 (52.7%) of the respondents responded that strongly disagree and disagree respectively. Nevertheless, only 26(17.3%) responded undecided. However 45 (30%) responded that agree and strongly agree. Hence, the majority of the respondent’s response indicated that learning paragraph writing is very vital to improve their writing skill, but still they are not motivated to practice their writing skill frequency.

Table 1 4.2 Students' practice in paragraph writing

8	I am not able to concentrate on the task of paragraph writing because paragraph writing is difficult for me.	14(9.33%)	10(6.67%)	-	70(46.67%)	56(37.33%)
9	I do not like to attend paragraph writing classes because I am poor in vocabulary	8(5.33%)	38(25.33%)	5(3.33%)	46(30.67%)	53(35.33%)
10	I often think that paragraph writing will not be helpful to me in the future with grammar, vocabulary and reading.	67(44.67%)	44(29.33%)	-	21(14%)	17(11.33%)
11	I like to learn paragraph writing because it is very important and I feel confident of learning it well.	30(20%)	38(25.33%)	17(11.33%)	38(25.33%)	27(18%)

On item eight, majority of the informants 70(46.6%) and 56(37.3%) replied agree and strongly agree respectively to the idea not able to concentrate on the task of paragraph writing because paragraph writing is difficult for them. Here, only 24(15.9%) of the respondents strongly disagree and disagree to the issue. This means, majority of the respondents (which means 126(83.9%) of students believed that the concentration of paragraph writing task is difficult. As Shangness (1979), states that the majority preparatory school difficulties of students are related to punctuation, spelling, subject verb agreement. Concerning to item nine, it reads, as “I do not like to attend paragraph writing classes because I am poor in vocabulary. In relation to the above statement, 99 (65.9%) of respondents replied their agreement agree and strongly agree respectively. However, the same question, 46 (30.6%) students responded strongly disagree and disagree. In addition, 5(3.3%) respondents responded undecided. Hence, for this question, majority of the respondents gave their agreement. This issue was also emphasized and intended to be discussed in the interview tools of data gathering instruments. In the time of interview, teacher 4 and 6, (interviewee) viewed their idea according to the students' lack of vocabulary was identified as a factor that affects students' participation in English class.

Lack of vocabulary, lack of grammar, lack of flow of idea and subject verb problems is an overall investigation about the students' paragraph writing problems. (as teacher 4 and,6 responded)

Item ten, which reads as 'I often think that paragraph writing will not be helpful to me in the future includes grammar, vocabulary and reading.' 38 (25.3%) respondents responded that agree and strongly agree. However, the same question, 111 (73.9%) responded that strongly disagree and disagree that grammar, vocabulary and reading will be for them to write paragraph. According to Rao (2007) "EFL paragraph writing is useful in two respects: First, it motivates students' thinking, organizing ideas, developing their ability to review, evaluate and criticize. Second, it strengthens students' learning, thinking and reflecting on the English language".

Regarding to item eleven of the above table, students were asked whether they like to learn paragraph writing or not how it is very important and they feel confident of learning it well. Accordingly, 65 (43.3%) respondents responded that agree and strongly agree. However, 68 (45.3%) responded strongly disagree and disagree. The same question, only 17(11.3%) respond undecided. Although, the students like to learn paragraph writing it makes them confident in their future life, the response indicates that their motivation is not enough for practicing paragraph writing.

Table 24.3 Students' perception in learning paragraph writing on their writing ability

12	English language paragraph writing is used to get only good grades in examinations.	74(49.33%)	58(38.67%)		13(8.67%)	5(3.33%)
13	I have no attention to practice paragraph writing.	48(32%)	67(44.67%)	-	23(15.33)	12(8%)
14	If I can easily and smoothly produce a piece of English paragraph writing, I feel contented or happy and have a great motivation to learn paragraph writing	22(14.67%)	28(18.67%)	-	52(34.67%)	48(32%)

Regarding to item twelve of the above table, students asked English language paragraph writing is used to get only good grades in examinations. 18 (11.9%) responded that agree and strongly agree respectively. However, in the same question, 132 (87.9%) of the respondents responded their disagreement to the given idea in the above table respectively.

Thus, from the above premises, it is possible to understand that the respondents do practicing paragraph writing has multi purposes for their English skills, but the foregoing statement indicates that writing paragraph is merely used for grades.

In relation to item thirteen, which reads as I have no attention to practice paragraph writing 115 (76.6%) of the respondents gave their response from the scales strongly disagree and disagree. Whereas, 35(23.3%) of the respondents replied agree and disagree towards the given statement. Therefore, students do not pay attention to practice paragraph writing every day in their EFL classes since they do not know various motivational strategies. It is also possible to understand that teachers do not bother about their student's paragraph writing improvement in their EFL classes regularly. Kharma (1985) revealed that the major factors are the nature of the teaching process, the idealization of the teaching materials, lack of motivation, the limited exposure to authentic English, the inadequate command of the foreign language, the tolerance of students of discourse mistakes, lack (or low) of motivation is considered as the chief obstacle.

Regarding to the statement, which says, "If I can easily and smoothly produce a piece of English paragraph writing, I feel contented or happy and have a great motivation to learn paragraph writing." Item 14, 50 (33.2%) responded that strongly disagree and disagree respectively. To the same question, 100 (66.6%) of the respondents gave their strongly towards the above idea. With respect to the respondents' response above, it is possible to understand that students are not happy since they have not knowledge, and students cannot use motivational strategies themselves to easily practice their paragraph writing skills.

Table 3 4.4 Teachers’ motivational strategies/teaching method in paragraph writing.

15	I often feel un comfortable in paragraph writing since my English teacher does not properly facilitate the paragraph writing tasks	12(8%)	28(18.67 %)	6(2.67 %)	63(42 %)	41(27.3 3%)
16	I believe that I can be motivated to write Very well as long as I make great effort in using my teachers’ advice and strategies of paragraph writing.	19(12.67 %)	27(18%)	26(17.33%)	38(25 .33%)	40(26.6 7%)
17	English language teachers do not create important methods of teaching paragraph-writing skill so that I can be motivated better.	37(24.67 %)	28(18.67 %)	3(2%)	46(30 .67)	36(24%)
18	When I get English language teachers’ appreciation, I feel happy and motivated to learn paragraph-writing skill.	20(13.33 %)	30(20%)	14(9.3 3%)	45(30 %)	41(27.3 3%)
19	I totally de-motivated to practice paragraph writing in EFL classes’ even teachers always give methods of improving our writing skills .	56(37.33 %)	36(24%)	-	27(18 %)	31(20.6 7%)

As it can be seen from item fifteen in the above table, 104(69 %) respondents responded that agree and strongly agree respectively. In addition, 40 (26.6%) responded that strongly disagree and disagree. However, 6(4%) students responded that undecided. From the respondents ‘response it is possible to understand that their English teacher does not properly facilitate the paragraph writing tasks. McDonough (1981) states that” most of language teachers will agree that the motivation of students is one of the most factors influencing their success, in different tasks, EFL teachers properly facilitate the paragraph tasks for the students. With the issue that students get bored because the teaching method the teacher conveyed is likely to affect students’ participation in English class. This indicates that the teaching method the teacher used does not go in line with students’ learning style.

With respect to item sixteen in the above table, 46 (30.6) of respondents responded that strongly disagree and disagree 26(17.3%) respond that undecided but 78 (51.9%) students responded that agree and strongly agree. The response indicates that, the students cannot be motivated to write very well as long as they cannot make great effort.

Regarding to item seventeen the statement which reads as “English language teachers do not create important methods of teaching paragraph writing skill so that I cannot be motivated better,” 65 (43.2%) of the respondents replied their disagreement from strongly disagree to agree. Whereas 82 (54.6%) of the respondents responded that agree and strongly agree respectively. To strengthen this idea, it is possible to understand that 3(2%) of the respondents preferred not to give their decision towards the given statement in the foregoing. Hence, from the respondents’ response one can deduce that teachers in EFL classes do neither investigate nor practice various methods for the improvement of students’ paragraph writing skill.

Item eighteen also indicates 50 (33.3%) of the respondents gave their disagreement to the given idea. Thus, these responses indicate that teachers do not give even appreciation for the students to improve their paragraph writing skill in EFL classes. On the contrary, 86 (57.3%) responded their response from the scale agree and strongly agree. Therefore, we can understand that students are de motivated to practice their paragraph writing skills whether teachers appreciate or give methods of paragraph writing.

Concerning item 19 in the above table, the students were asked they de motivated to practice paragraph writing in EFL classes even their teachers always give methods of improving their writing skills. Based on the question 58 (38.6%) of the respondents responded their agreement. Whereas, 92 (61.3%) of the responded their disagreement to the given statement. Depending on the evidences above, one can infer that the majority of the respondents are not de motivated to practice their paragraph writing skill but it is possible to understand that they have not, good exercising habit, and they have lack of grammar and vocabulary knowledge.

4.1.3 Qualitative Data Presentation

A) EFL Teachers' Interview Data Analysis

In this descriptive design study, interview was conducted with seven grade 11 EFL teachers. The main purpose of using this interview was to get information from EFL teachers by asking relate questions. Furthermore, the researcher prepared and asked them seven open-ended questions to dig out the intended information with face-to-face discussion. Before this data were begun to analysis, teachers' were coding as T1, T2, T3, T4, T5, T6, and T7.

1. What is your overall investigation about your students' paragraph writing problems?

Based on the given question in the above, the first respondents gave the following response.

T (1). *“The overall investigation about the students' paragraph writing problem is lack of motivation. In EFL, paragraph-writing class, students cannot participate actively. When I make an effort to advise them to learn paragraph writing, they are not volunteer to practice in the class or out of the class.”*

Here, it is possible to understand that students are not motivated to write paragraph in EFL class due to lack of knowledge about paragraph writing, lack of practice in the class and out of the class.

T (2). *“Poor paragraph writing is an overall investigation about the students' paragraph writing problem.”*

From this view, the researcher understood that students' paragraph writing is not attractive because their paragraph writing is full of errors and lack of unity and coherence.

Based on the given question in the above, T (3). T (5) and T (7)

“The overall investigations about the students' paragraph writing problems are lack of practice, negligence for EFL paragraph tasks, anxiety, and lack of motivation.

As stated in the above, one can summarize that EFL teachers investigate students are not active in English paragraph writing. T (4) and T (6). *“Lack of vocabulary, lack of grammar, lack of flow of idea and subject verb problems is an overall investigation about the students' paragraph writing problems.*

According to teacher respondents presented above, the overall investigation about the students'

paragraph writing problems are lack of motivation, poor paragraph writing, lack of practice, and lack of flow of idea, lack of vocabulary, and lack of grammar and subject verb problems. Dornyei (2005). "Anxiety is another issues among these learners as it most of the time engenders to negative attitudes towards the writing into the target language. Hence, instructors need to establish what is called "writing habit"

2. What types of problems do they have in writing paragraph?

Based on the given question item 2 the first respondents gave the following response.

T (1): *"In EFL paragraph writing class student's problems are punctuation mark capitalization and grammar problems."* (Kroll, 1991), states that learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. "The rules of capitalization are not universal and classifying nouns as proper and common nouns are difficult for students" (Gowere et al., 1995)

Based on the teachers' response in EFL paragraph writing students have problems through punctuation mark and grammar problems.

T (2): *"the students' problems are grammatical errors in EFL paragraph writing classes."*

From teacher two one can understand that students are not good at in grammar to write paragraph.

T (3): *"In EFL paragraph writing class the students' problem organizing idea is the main problem"*

Here we can infer that, students cannot organize when the teacher orders the students to write paragraph because of lack of vocabulary knowledge, lack of good learning habit and lack of practice.

T4, (T5) (T) and (T7) : *"In EFL paragraph writing class the students' problems are using over transitional words or connectors in a paragraph, lack of subject verb agreement, repeated words and subjects in a sentence."*

According to teacher respondents presented above, when the EFL teachers ordered the students to write a paragraph, they cannot write a good paragraph. In EFL paragraph writing, class the students' majority problems are: using over transitional words or connectors in a paragraph, lack of subject verb agreement, repeated words and subjects in a sentence.

In item 3 of the open-ended questionnaire, EFL teachers were asked that 'what the major challenges

that hindered their paragraph writing?

T (1): *“The major challenges that hindered students’ paragraph writing is that lack of practice”*

From the respondents we can infer that EFL students cannot practice now and then either in the class or out of the class.

T(2) , T(4) and T(6) : *“ In our school the students major challenges that hindered students’ paragraph writing are both lack of extrinsic motivation or self-motivation ”.*

Aronson (2002) stated intrinsic motivation as:“ a type of self-motivation in which people do activities that interest them, provide spontaneous pleasure and do not require any ‘reward’ beyond this inherent satisfaction”.

Based on the teachers’ response one can understand that student’s major problems or challenges are lack of interest to write paragraph writing in EFL classes. Which means that, students are not motivated in EFL paragraph writing classes?

On the other hand T (3), T (5) and T (7) responded that

“The students’ major challenges that hindered students’ paragraph writing are back ground knowledge.”

From the respondents we can understand that students have not good knowledge about paragraph writing

4. How do you motivate your students to improve their paragraph writing?

In this semi structure interview, the researcher asked to the interviewees in order to get more information how to motivate their students in EFL paragraph writing classes. The respondents gave their responses hereafter.

T (1) : *“I give advice them to join with their classmates in the class and practice repeatedly in EFL classes but students cannot practice repeatedly in the class or out of the class..”*

T(2) : *“ As to me I motivate my students to improve their paragraph writing by giving class activities and homework but when I ordered in paragraph writing task students are not engaged actively.”*

T (3) and T (4):*“I motivate my students to improve their paragraph writing by showing sample written*

paragraph in the class.”

T (5), T (6) and T (7): “Students to improve their paragraph writing I gave more information how paragraph writing is important for their lives but students are carless.”

According to teachers’ respondents above, teachers do for their students to improve students paragraph writing through advise, giving class activities and homework, showing sample written paragraph in the class and more information how paragraph writing is important for their lives. But students are not highly motivated in EFL classes.

The researcher also interviewed them on item five what do you think are causes for the students’ paragraph writing problems through English?

T (1), “I think the causes of students’ paragraph writing is lack of reading and back ground or know how about paragraph writing.”

T (2) and T (4). “The cause of students’ paragraph writing is lack of motivational strategies to learn paragraph writing.”

T3. “I think the cause of students’ paragraph writing problem is lack of practice.”

T (5) and T (6): “The cause of students’ paragraph writing problem is extremely nervous about how to start paragraph writing.”

T7, “The cause of students’ paragraph writing is lack of information how paragraph writing is very crucial.

Therefore, it can be generalized that causes for the students’ paragraph writing problems are lack of reading and paragraph writing, lack of motivational strategies to learn paragraph writing, lack of practice, nervous and lack of information how paragraph writing is very crucial.⁵ What strategies do you use to overcome the students’ paragraph writing problems through English language?

In this semi structure interview, the researcher asked the interviewees in order to get more information EFL teachers use strategies to overcome the students’ paragraph writing problems. The respondents gave their responses.

T (1) “To overcome the students’ paragraph writing problems in EFL classes I ordered the students to write a simple paragraph then I observed them and I advise them to practice again and again.”

T (2) " I gave homework for them to practice now and then. Then, after they practice, I gave them feedback. But they are not eager to practice."

For this interview, we can conclude that EFL teachers ordered the students to write a simple paragraph then the teacher observed them and give advice them to practice now and then but students are not eager to practice. Although EFL teachers do such strategies to overcome the students' paragraph writing problems, students are not interested to practice.

T (3), "I ordered the students to work or practice with their friends, their families and teachers but students cannot implement to do their friends, families and teachers."

Therefore, as we can understand in the above respondents, although EFL teachers ordered to practice with their friends, families and teachers students with their friends, families and teachers.

T (4), "To overcome the students' paragraph writing problems is important. So I advise them to practice now and then and again I tell them to discuss in pair in paragraph writing tasks." Not only this but also I tell them to use strategies predicting, paraphrasing and such methods.

T (5) and T (6): "Using paragraph writing strategy is important to solve the students' problem. Therefore, I gave them homework to do with their families, friends and others.

Both respondents gave them homework to do with their families, friends and others about teachers use strategies to overcome the students' paragraph writing problems through English language.

T (7), "To overcome the students' paragraph writing problems, using strategy is crucial. Therefore, as an

English teacher I show them a sample written paragraph as a model. Then, I told them to write another paragraph."

For this interview we can conclude that, teachers used different strategies like giving advice, giving homework, ordered to practice with their friends, families and teachers are the strategies to use overcome the students' paragraph writing problems through English language.

At last, the researcher also interviewed on item 7, what is the role of EFL teacher is to motivate the students in paragraph writing. *T (1) "The role of EFL teachers to motivate the students in paragraph writing is in different ways. First he /she sense what is the word motivation? Motivation is one of the most powerful forces effective learning can be more important than teaching methods. It determined students level of attention during class; the teachers have a great role by motivate and play a significant role on student's paragraph writing performance.*

T(2) "the role of EFL teacher's to motivate the students in paragraph writing, giving assignment for

the students can be the role not only this give short sample paragraph is important.”

T(3) *“The role of EFL teacher’s to motivate the students in paragraph writing, allow them to make presentation in order to be rich in vocabulary after that ordered the students to write paragraph.”*

T (4) *“create awareness for the students how they can improve their paragraph writing skills. This is the best to be the role of teachers to be motivated for their paragraph writing skills.”*

T (5) *EFL teachers have roles to motivate students in paragraph writing. They should provide language inputs that create intrinsic motivation for students to practice actively in writing paragraphs. For example, they should prepare a variety of writing tasks for students to provide their own output. In addition, teachers should integrate the different language skills and encourage students to practice in the classroom and outside. Not only this but also teachers should present model paragraphs for the students to prepare parallel writing and expose students a number of practical paragraph writing activities using process approach to writing.*

B) EFL students’ Interview Data Analysis

The main purpose of using this interview was to get information from EFL students by asking the related questions. Furthermore, the researcher prepared and asked them seven open-ended questions to dig out the intended information with face-to-face discussion. To analysis, students were coding as SA, SB, SC, SD, SE, SF, and SG.

1. What are the major challenges you have in terms of writing well-organized paragraph?

In item 1, the EFL students were asked about the major challenges they have in terms of writing well-organized paragraph.

S (A): *“The major challenges in well-organized paragraph are shortage of vocabularies and lack of hint how to write or start paragraph writing”.*

From here the researcher can understand that the students’ major challenges are well organized paragraph writing is shortage of vocabularies, and lack of hint how to write or start paragraph writing to write a paragraph because they are poor in English words. If students do not have sufficient words, they cannot organize paragraph.

S (B): *“The major challenge in writing well organizing paragraph writing is lack of intrinsic motivation.”*

S(C): *“The major challenge in writing well paragraph is knowledge of paragraph writing.”*

It means that every achievement is the result of frequent practice. In connection to these, students at school should get a chance to practice frequently how to develop paragraph-writing skill.

S (D): *“The major challenges in writing well paragraph are peer influence.”*

Here we can understand that the same, age, intimacy all these influence in writing paragraph.

S (E): *“Lack of flow of idea in a paragraph in writing well organizing paragraph.”*

From this we can understand that the major challenges in writing well paragraph is lack of flow of idea due to, lack of knowledge, lack of motivational strategies to improve paragraph writing themselves.

S (F): *“The major challenge in writing well paragraph is lack of knowledge of paragraph writing.”*

S (G): *“The major challenges in writing well are lack of grammar.”*

From the respondents above we can understand that the major challenges in writing well paragraph is lack of vocabularies and grammar.

The EFL students were asked about their organizing ability in paragraph writing activities.

S (A): *“My organizing ability in paragraph writing is poor.”*

In brief, it is possible to understand about organizing ability in paragraph writing activities students are poor because students have lack motivation, lack of practice, due to carelessness and lack of vocabulary knowledge.

2. What are the major motivation problems you may face in learning to write paragraphs?

S (A): *“The major problem for my paragraph writing problems through English is poor academic knowledge and lack of printed material to practice in the class and out of the class.”*

At the lower grade, level I cannot focus to write paragraph writing because teachers in lower grade are not assigned based on their field specialization. In addition, teachers have over credit hours so it is difficult to practice paragraph writing in a given time. Again, a large number of students in the

classroom are not a pre-condition to practice the paragraph writing in the class. Therefore, the teachers have not time to check all students attempt or not.

Mekasha (2005) clearly expressed that students are not in a position to be able to use the English paragraph writing outside the system for various reasons. Such as the inadequacy of print materials in English especially for students who live in the countryside and the fact that the students are still able, to meet most of their primary needs by communicating in the local languages.

From here one can understand those students' causes for their paragraph writing problems in English is poor academic knowledge about paragraph writing.

S (B) and S(C): *"The causes for my paragraph writing problems are lack of motivation or lack of self-initiative."*

S(G): *"The causes for my paragraph writing problem is the teaching learning being teacher centered"*

(Sisay 1999), states that in secondary and preparatory schools, English language teachers follow the old traditional teacher-centered approach in spite of the seminars and workshops they have been exposed.

From here one can understand that the students' for their paragraph writing being teacher centered because in the class if the teacher covers the classes activities the students can be passive in paragraph Writing tasks. Therefore, students should be active participator and the writing paragraph teaching style should be student centered.

3. What does the teacher create the basic motivational condition?

S (A), *"EFL teachers create awareness for students."*

S (E) *"EFL teachers appreciate the students for their trial."*

S (G): *"EFL teachers allow me to make presentation first and then to organize what I said but I do not get this chance."*

S (A), S (D), S (E) and S (G): *"EFL teachers give chance to make sentences by using our own words but we do not get such activities."*

From the majority respondents we can conclude that, EFL teachers should create basic motivational conditions by doing such activities like *allow them to make presentation first and then to organize what they said, give chance to make sentences by using their own words and appreciate the students for their trial* but EFL teachers cannot do at these way.

4. What are the factors that influence students' motivation?

S (A),the factor is low participation in making paragraph writing

S(C) I do not have base in English language skills

S(D) I do not have base in English language skills

S(E) I do not have base in English language skills

From the majority respondents we can conclude that, the factors that influence students' motivation is low participation in making paragraph and lack of base in English language skills.

5. What are the ways that teachers use to motivate students in paragraph writing lesson?

S (A) teaches me how I can make a sentence.

S (B) invites some paragraphs for me.

S(C) allow me to make self-introduction orally, and then write in the form of paragraph.

S (D) teaches me how I can make a sentence.

S (F) gives short sample paragraphs.

From the majority respondents we can infer that to motivate the students in paragraph writing teachers should give sample paragraphs, allow them to make paragraph.

6. What strategies do you use to overcome paragraph-writing problems in English language?

S (A), S (B): "take the teachers comment and practice now and then based on the comment correction that given by the teacher."

Because of these, it can be interpreted that students take the teacher's comment and practice a gain and a gain. In EFL, class give comment for the students is good to improve their paragraph writing skills.

S (C), S (D), S (E) and S (G): Those students replied the same idea about strategies to use "never use strategies to practice paragraph writing because they are careless to use strategies to practice paragraph."

Therefore, it can be generalized that the majority of students cannot use such strategies to improve paragraph writing since students are careless and not motivated in class.

S (F): “I want to use strategies to practice paragraph writing with my friends and reading different written samples.”

From the above respondents we can infer that to improve his or her paragraph writing, he or she wants to use strategies. These strategies are practice with his or her friends and reading different written samples. However, cannot get a written English material.

7. How can you improve your paragraph writing?

To make clear about the students’ paragraph writing problems in item 1 of the open-ended questionnaire, the EFL students were asked how they could improve their paragraph writing skills.

S(A) “To improve my paragraph writing skills practice is the best way but I do not like practice paragraph writing because my parents are farmer and there are no good facilities to practice paragraph writing at home therefore this things reduce my motivation.”

From here, one can understand that students can know how to improve their paragraph writing through practice with their parents, friend and teachers but they cannot practice with them since they have not motivation to write paragraph writing.

The researcher can understand from the above student about his improving paragraph writing, English written materials has their own role to increase students’ motivation paragraph writing.

S(C): “I can improve my paragraph writing through watching television movies. But in my home I have not Television to watch and to improve my paragraph writing”

S(D), S(E), S(F) and S(G), : “ Those students replied the same idea about how to improve paragraph writing skill “ Paragraph writing skills can be improved by doing different exercises and homework, reading fiction, magazine, newspaper and text books. To improve paragraph writing skill, these materials are not easily available in our hand even at school library.”

As stated above, one can summarize that majority of EFL students responded that they could improve their paragraph writing skill while they are taking short note, by doing different exercises and homework. But we can infer that EFL students cannot practice paragraph writing, to do exercises.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly summarizes the overall process of the study. It includes conclusions drawn from the major findings of the study based on the data gathered from the participants through the research tools. Finally, based on the conclusions, possible recommendations were forwarded.

5.1. Summary of major Findings

The main purpose of the study was to assess motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter: the case of grade 11 students at Muja Mariam preparatory school in Gidan Woreda North Wollo Zone Amhara Region. The study attempted to answer the following three basic research questions.

1. What are the teachers' motivational strategies in teaching students learn paragraph writing?
2. How are EFL students motivated in learning English paragraph writing?
3. What are the major motivation problems students' may face in learning to write paragraphs?

For this study, descriptive research design was employed, and in trying to address the above issues, (mixed) research method were utilized. In order to achieve the objectives of the study, two data gathering tools were used. These were questionnaire for students and semi-structured interview for English language teachers and students. The participants in this study were seven EFL teachers who had been teaching English at grade 11 for more than three years. They were selected purposively among ten teachers. Moreover, 150 grade eleven students participated selected by using purposive sampling technique.

The data were calculated and analyzed by using both quantitative and qualitative methods of data analysis. The data, which were gathered through close-ended questionnaire, were analyzed quantitatively within descriptive statistics method by using quantitative data analysis methods in the form of frequency, and percentage. In addition, the data, which were gathered through semi-structured interview, were analyzed qualitatively.

Therefore, the result of this study showed that the teachers' motivational strategies and students' motivation in learning to write paragraph was low. Close-ended questionnaire items for students and semi-structured interview for EFL teachers used to identify the challenges that hindered the

practices of paragraph writing in EFL classrooms.

The objective of this study is to assess motivational strategies EFL teachers use in teaching paragraph writing EFL learners' paragraph writing motivation and major motivational problems they encounter: the case of grade 11 students at Muja Mariam preparatory school. Thus, the findings showed that

- Motivational strategies were not implemented in the class.
- Students are not motivated to write or practice paragraph writing.
- Students do not use their own motivational strategies to improve their paragraph writing.

5.2 Conclusion

The result of this study showed that motivational strategies were not implemented in the class. The analysis revealed that the great majority EFL teachers' did not use motivational strategies to teach paragraph writing. It is revealed that many EFL teachers had not given clear knowhow on the strategies during the practice of paragraph writing properly.

The study also found out that on students there is lack of motivation in paragraph writing. According to the result, the students learning habit in paragraph writing is low, EFL teachers do not encourage the students and students are limited to practice paragraph writing.

The other findings showed that students do not use their own motivational strategies to improve their paragraph writing because they are dependent on their teacher and they are not problem solver.

5.3 Recommendation

The study confirmed that Muja Preparatory School grade eleven students have encountered EFL paragraph writing problems. The findings of the study showed that the learner's problems were lack of practice, lack of motivation, poor paragraph organizing ability, poor academic knowledge, and teacher's lack of motivational strategies related factors and other factors, which we mentioned it before so far. To overcome these problems, the following recommendations are hereby made based on the conclusions of this study: Based on the findings and the conclusions drawn from them, the following recommendations can be forwarded.

1. Motivational strategies should/need to be addressed and implemented in teaching paragraph writing;
2. Students should have attention to practice paragraph writing every day in their EFL classes and use various motivational strategies to improve their paragraph writing skills. In addition, teachers should wary about their student's paragraph writing improvement in their EFL classes regularly.
3. Teachers in EFL classes need to use various methods for the improvement of students' paragraph writing skill.

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ያለዉእንዳወቀ::(2009)::የምርምር መሰረታዊ መርሆዎችና አተገባበር (3ኛ እትም)::ባህር ዳርዩኒቨርሲቲ ፤ ተፈራስዩም ማተያድርጅት::

Appendix A: Students' interview

Jimma University

College of Social Science and Humanities

Department of English Language and Literature

Post Graduate Program

Interview Questionnaire to be filled by students

Dear Students:

This interview is intended to explore EFL teachers' motivational strategies and students' motivation to write paragraphs in the case of grade eleven students at Muja Mariam general secondary and preparatory school. The researcher requests you for information and thanks your willingness to support his efforts. You need not write your name. Please give very honest and sincere information.

Thank you in advance for your cooperation!

Dear Student,

First, thank you so much for your willingness. To fill these open-ended questions, which are intended exclusively for research purpose, as part of my MA study at Jimma University.

The success of the study depends on your genuine responses to these questions. For each of the questions below, write your response on the space provided.

Thank you for your Collaboration

1. What are the major challenges you have in terms of writing well-organized paragraphs?
2. What are the major motivation problems students' faces in learning to write paragraphs?
3. What does your teacher create the basic motivational conditions?
4. What are the factors that influence student's motivation?
5. What are the ways that teachers use to motivate students in paragraph writing lesson?
6. What strategies do you use to overcome paragraph-writing problems through English language?
7. How can you improve your paragraph writing?

Appendix B: English Interview for Teachers

Jimma University

College of Social Science and Humanities

Department of English Language and Literature

Post Graduate Program

Dear Teacher:

First, thank you so much for your willingness. To fill these open-ended questions, which are intended exclusively for research purpose, as part of my MA study at Jimma University.

The purpose of this questionnaire is to investigate EFL teachers' motivational strategies and students' motivation to write paragraph in the case of Muja Mariam preparatory School. Read each question carefully and write the correct response for the following open-ended questions. The information you provide is valuable and your genuine responses are very important for the success of this study. Therefore, you are kindly requested to respond realistically.

Thank you for your Collaboration

1. What is your overall investigation about your students' paragraph writing problems?
2. What types of problems do they have in writing paragraph?
3. What do you think are the major problems hindering your students' paragraph writing?
4. How do you motivate your students to improve their paragraph writing?
5. What do you think are causes for the students' paragraph writing problems through English?
6. What strategies do you use to overcome the students' paragraph writing problems through English language?
7. What is the role of EFL teacher has to motivate the students in paragraph writing?

Appendix C: English Questionnaire for Students'

Rating scales: Strongly Disagree 2. Disagree 3. Un decided 4. Agree 5. Strongly agree

Table 4.4.1 Students' Motivation in Paragraph Writing

No	Statements	Response Scales				
		1	2	3	4	5
1	I often lack motivation when I practice paragraph writing because I am not good at grammar to write correctly.					
2	I often actively show my motivation in English language paragraph writing practice class					
3	I am not interested in practical paragraph writing because it is not included in Ethiopian Higher Education Entrance Certificate Examination (EHEECE)					
4	I often feel excited because I get new knowledge and information in paragraph writing activities.					
5	I do not like different English paragraph writing materials because they make me feel de motivated					
6	To improve my paragraph writing ability, I use self-motivational strategies.					
7	Since my primary purpose of learning paragraph writing is to develop the writing skill, I often motivated to learn paragraph.					

Table 4.2 students' practice in paragraph writing

8	I am not able to concentrate on the task of paragraph writing because paragraph writing is difficult for me.					
9	I do not like to attend paragraph writing classes because I am poor in vocabulary					
10	I often think that paragraph writing will not be helpful to me in the future with grammar, vocabulary and reading.					
11	I like to learn paragraph writing because it is very important and I feel confident of learning it well.					

Table 4.3 Students' perception in learning paragraph writing on their writing ability

12	English language paragraph writing is used to get only good grades in examinations.					
13	I have no attention to practice paragraph writing.					
14	If I can easily and smoothly produce a piece of English paragraph writing, I feel contented or happy and have a great motivation to learn paragraph writing					

Table 4.4 Teachers' motivational strategies

15	I often feel un comfortable in paragraph writing since my English teacher does not properly facilitate the paragraph writing tasks					
16	I believe that I can be motivated to write Very well as long as I make great effort in using my teachers' advice and strategies of paragraph writing.					
17	English language teachers do not create important methods of teaching paragraph-writing skill so that I can be motivated better.					
18	When I get English language teachers' appreciation, I feel happy and motivated to learn paragraph-writing skill.					
19	I totally de-motivated to practice paragraph writing in EFL classes' even teachers always give methods of improving our writing skills .					

Appendix D: Students Amharic' Interview

የተማሪዎች መጠይቅ

ጅምቶኒበርሲቲ

ኮሌጅ ማህበራዊ ሳይንስ እና ሂሳብ ምረቃ

የእንግሊዝኛ ቋንቋ እና ሥነ ጽሑፍ ክፍል

የድህረ ምረቃ ፕሮግራም

በተማሪዎች የሚሞላ መጠይቅ

ውድተማሪዎች

ይህ መጠይቅ በሙሉ ጅምቶኒበርሲቲ ስለሚሰጠው ስለሆነው ሁለተኛ ደረጃ እና መሰረተኛ ትምህርት/ቤት የአስራ አንድ ኛ ክፍል ተማሪዎችን ጎዳ ይሰጣል። ለመጠይቅ የሚያስፈልጉትን ሁሉም ማህበራዊ ሳይንስ እና ሂሳብ ምረቃ ተማሪዎች ተነሳሽነት የታሰበው። ተመራማሪው መረጃ እንዲሰጥ ይደረግበታል። ለመረጃው ማህበራዊ ሳይንስ እና ሂሳብ ምረቃ ስለሚሰጠው ስለሆነው ሁሉም ማህበራዊ ሳይንስ እና ሂሳብ ምረቃ ተማሪዎች ተነሳሽነት የታሰበው።

ስለትብብር ወይንም ስለሆነው ሁሉም ማህበራዊ ሳይንስ እና ሂሳብ ምረቃ ተማሪዎች ተነሳሽነት የታሰበው።

አጠቃላይ መመሪያ

- ✓ ስምዎን በዚህ ወረቀት ላይ በየትኛውም ቦታ አይጻፉ።
- ✓ በእያንዳንዱ ክፍል የተሰጡትን አቅጣጫዎች ይከተሉ።

የሚከተሉት መግለጫዎች በአንቀጽ ጽሑፍ መመሪያዎች እና በስልጠናው ላይ ስለሚሰጡት ፣ ፅንሰ-ሀሳቦች ወይም ሁኔታዎች ናቸው። የአንቀጽ ጽሑፍን እና ተነሳሽነት ችግሮችን በሚመለከት ጊዜ መግለጫዎችን ክክለኛውን ተሞክሮ ያሳያሉ። እና ስሜቶቻችንን በትክክል እንዲያስገኙ ለማድረግ ይረዳል።

አባሪ: የቃለ መጠይቅ ጥያቄዎች

ጅምቶኒበርሲቲ

ኮሌጅ ማህበራዊ ሳይንስ እና ሂሳብ ምረቃ

የእንግሊዝኛ ቋንቋ እና ሥነ ጽሑፍ ክፍል

የድህረ ምረቃ ፕሮግራም ለሚቀጥሉት ጥያቄዎች ልክት ንበሳ ጥነ-ውስጥ ማስቀመጥ ምላሾች ያስገኙዎታል።

መመሪያ 1: ከ 11 ኛ ክፍል የእንግሊዝኛ ቋንቋ ተማሪዎች ጋር የሚደረግ ቃለ ምልልክ

ለሚቀጥሉት ጥያቄዎች ባደቡ ላይ ምላሾች ያስገኙዎታል።

እንደምንደረውችሁ.

በመጀመሪያ ወደ ዚህ ቃለ መጠይቅ ፕሮግራም እንኳን ደህና መጣችሁ ለማለት እወዳለሁ እናም በዚህ ቃለ መጠይቅ ላይ ለመሳተፍ ፈቃደኛ ስለሆናችሁ በጣም አመሰግናለሁ።

ይህ ቃለ መጠይቅ ለመምህራን ተነሳሽነት ስልቶች እና የተማሪዎችን አንቀጠጠ ማርመማርን ለመድረስ የተቀየሰ ነው።

ይህ የእኔ የማስተርስ ጥናት አካል ነው ለሚያነሱ ዋቅው ጥያቄዎች እውነተኛ ሀሳብዎን እንዲመልሱ በትህትና ተጠይቀዋል። የእርስዎ ማሳሰቢያዎች ከዚህ ምርመራ ውጭ ለሌላ ግልጽ ግብር ለመሥራት ስትችሉ ማሳደድ ይቻላል።

ስለሆነም የእርስዎ ሐቀኛ ማሳሰቢያዎች፣ ምንም ይሁንም፣ እንዲጠየቁ ይደረጋል።

ስለ ፈቃደኛነትዎ አመሰግናለሁ!

ለሚቀጥሉት ጥያቄዎች ባደባባይ ለመላክዎት ይስጡ ወይም ያሳዩ።

ውድተማሪዬ

በመጀመሪያ ስለ ፈቃደኛነትዎ በጣም አመሰግናለሁ።

በጅምር ኒቨርሲቲ የማጠናውት ምህር ቴክኒክ ለመሆን እነዚህን ለምርመራ ግልጽ ግብር ለመሥራት ስትችሉ ማሳደድ ይቻላል።

የጥናቱ ስኬት የሚወሰነው ለእነዚህ ጥያቄዎች በእውነተኛ ማሳሰቢያዎች ላይ ነው።

ከዚህ በታች ላሉት ለእያንዳንዱ ጥያቄዎች መልስዎን በተጠቀሰው ቦታ ላይ ይጻፉ።

በመተባበርዎ እና መሰጠት

1. በደንበየተደራጀ አንቀጠጠ መጻፍት አንጻር የሚያጋጥምዎት ዋና ዋና ግሮች ምን ድንገቶች ናቸው?
2. አንቀጠጠ መጻፍት ማረጋገጥ ለሰነድ እና ለሌሎች ማረጋገጥ ዋና ዋና ግሮች ምን ድንገቶች ናቸው?
3. መምህራን ስለተምህራን ማረጋገጥ ለሰነድ ወሳኝ ማካቃቂያ ሁኔታ ምን ድንገቶች ናቸው?
4. ተማሪዎች ለማረጋገጥ ለሰነድ እና ለሌሎች ማረጋገጥ ዋና ዋና ግሮች ምን ድንገቶች ናቸው?
5. መምህራን አንቀጠጠ ስለተምህራን ተማሪዎችን ለማካቃቃት ምን ድንገቶች ይጠቀማሉ?
6. በእንግሊዝኛ ቋንቋ እንደ አንቀጠጠ ግሮች ለመጻፍ ታምን ስልቶች ይጠቀማሉ?
7. የአንቀጠጠ ሁኔታዎችን እንደ ተማሻ ለመለየት ለሌሎች ማረጋገጥ ዋና ዋና ግሮች ምን ድንገቶች ናቸው?

Appendix E: Teachers' Amharic Interview

ከ 11 ኛክፍል የእንግሊዝኛ ቋንቋ መምህራን ጋር የሚደረግ ቃለ መጠይቅ

ለሚቀጥሉት ጥያቄዎች፣ ባደባባይ ለመላክዎት ይስጡ ወይም ያሳዩ።

ውድ አስተማሪ

ጂ.ማዩኒቨርሲቲ

የማህበራዊናሂደምነቲስኮሌጅ

የእንግሊዝኛቋንቋእናስነጽሁፍትምህርትክፍል

የድህረ-ምረቃፕሮግራም

በተማሪዎች የሚሞላ የጽሁፍ መጠይቅ

ሠንጠረዥ 1- በአንቀጽ ሐፍውስ ጥያቄዎች ተነሳሽነት እጥረት

ለደረጃ አሰጣጡ ቁልፍ 1. በጣም አልሰማም 2. አልሰማም 3. አልወስንም 3. በጽኑ እሰማለሁ 4. እሰማለሁ

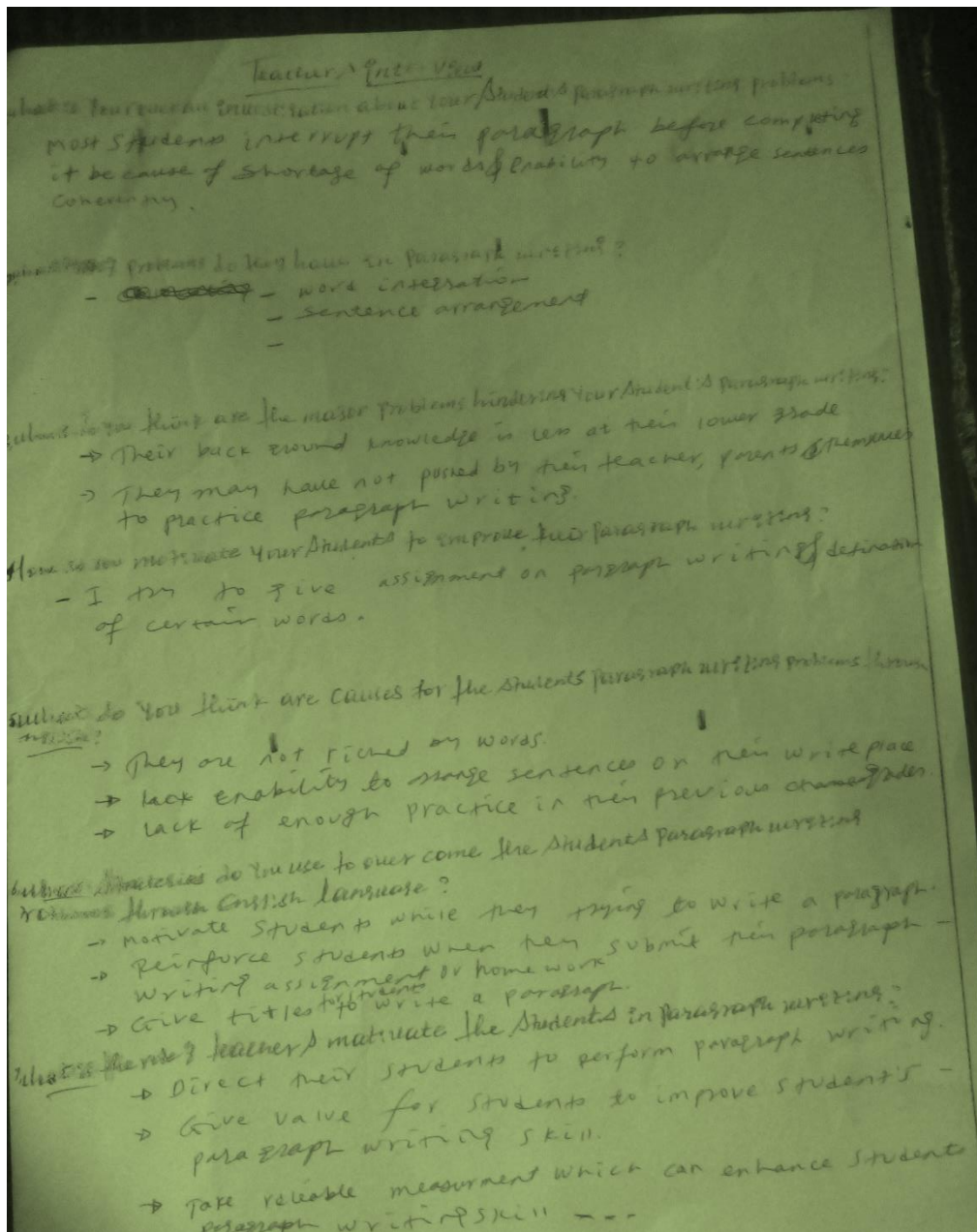
ክፍል ሁልት፡- ከ1-19

ያሉትን ጥያቄዎች በጥንቃቄ በማንበብ ከተሰጡት አምስት አማራጮች መካከል አንዱን በመምረጥ ጥያቄዎችን ይደባሉት ላይ ጥያቄዎችዎን ይጠቅሙ (✓) ምልክት ያድርጉ፡፡ አማራጮች፡-

ተ. ቁ	ጥያቄዎች	አማራጮች				
		1	2	3	4	5
1	በትክክል ለመጻፍ በሰዎች ስሜት ስላልሆነ ከሌሎች አንቀጽ ጽሁፍ በምለማ መድበት ጊዜ ብዙውን ጊዜ ተነሳሽነት ይጎድለኛል፡፡					
2	እኔ በእንግሊዝኛ ቋንቋ አንቀጽ የአጻጻፍ ልምድ ክፍል ውስጥ እኔን ተነሳሽነት በንቃት አሳያለሁ					
3	በተግባራዊ አንቀጽ መጻፍ ላይ ጥሩ ስሜት ስላልሆነ ከሌሎች አንቀጽ ጽሁፍ በምለማ መድበት ጊዜ ብዙውን ጊዜ ተነሳሽነት ይጎድለኛል፡፡					
4	በአንቀጽ ሐፍት እንቅስቃሴዎች ውስጥ አዲስ እውቀት እና መረጃ ስለማግኘት ብዙ ጊዜ ይጎድለኛል፡፡					
5	የተለያዩ የእንግሊዝኛ የአንቀጽ ሐፍቶችን አልወድምም ከንቃት እንዳልነቃ ቃል ያደርገኛል					
6	አንቀጽ መጻፍ ለእኔ ከባድ ስለሆነ በአንቀጽ ሐፍት ሥራ ላይ ማተኮር አልቻልኩም					
7	አንቀጽ የፅሁፍት ምህንጫዎች መከታተል አልወድምም ከንቃት እንዳልነቃ ቃል ያደርገኛል					

8	የእንግሊዘኛ አስተማሪዎች የአንቀጽ ንድፍ ስራዎችን በትክክል ስለማያመቻችብዙ ጊዜ በአንቀጽ መጻፍ ምቹት አይሰማኝም					
9	የአንቀጽ ጽሁፍን ለማሻሻል በራሴው የሚያነሳሳኝን ዘዴ አጠቃላይ					
10	አንቀጽ መጻፍ ለወደፊት ሰዎች ስራ፤ ቃላትን እና ንግብን ጨምሮ የሚጠቅመኝ መስሎ አይታየኝም					
11	የአንቀጽ ጽሁፍን መማር አፈጋለሁ በጣም ጠቃሚ ስለሆነ እና በደንብ እንደምተማመን በትእምነት አለኝ					
12	የመምህራኖቼ ንግድ እና የአንቀጽ ጽሁፍ ስልቶችን በመጠቀም ከፍተኛ ጥረት እስከ ደረግኩ ድረስ በጥሩ ሁኔታ ለመጻፍ ተነሳሽነት አለኝ ብዬ አምናለሁ።					
13	በፈተናዎቼ ውስጥ ጥሩ ውጤቶችን በቻለማግኘት የእንግሊዘኛ ቋንቋ አንቀጽ ጽሁፍ ጥቅም ላይ ይውላል					
14	የአንቀጽ ጽሁፍን የመማር ዋና ዓላማዬ የጽሁፍ ችሎታን ማዳበር ስለሆነ ብዙውን ጊዜ በክፍል ውስጥ የአንቀጽ ጽሁፍን ችሎታ ለመማር እነሳሳለሁ					
15	የአንቀጽ ጽሁፍን ለመለማመድ ትኩረት የለኝም					
16	በተሻለ ተነሳሽነት የእንግሊዘኛ ቋንቋ መምህራን የአንቀጽ ጽሁፍ ችሎታን ማስተማር አስፈላጊ ዘዴዎችን መፍጠር ስላልቻሉ አንቀጽ ለመጻፍ ተነሳሽነት የለኝም					
17	የእንግሊዘኛ ቋንቋ መምህራንን አድናቆት ሳገኝ የአንቀጽ የመጻፍ ችሎታን ለመማር ደስ ተኛ እና ተነሳሽነት ይሰማኛል።					
18	አንድ የእንግሊዘኛ አንቀጽ ጽሁፍን በቀላሉ እና በተቀላጠፈ ማምረት ስችል፤ እርካታ ወይም ደስታ ይሰማኛል እናም የአንቀጽ ጽሁፍን ለመማር ትልቅ ፍላጎት አለኝ።					
19	ምንም እንኳን መምህሩ በክፍል ውስጥ የአንቀጽ ችሎታን ለመምደብ ለማሻሻል ዘዴ ቢሰጠኝም ሙሉ ለሙሉ ልምምድ ለማድረግ ተነሳሽነት የለኝም					

Appendix G Teachers interview



Some of their problems in paragraph writing are spelling usage and combining words to make 2 sentences

What do you think are the major problems hindering your student's paragraph writing?
I think in their educational background they did not trained sentence construction and they have the problem of word building.

How do you motivate your students to improve their paragraph writing?
As much as possible I advise them to train themselves in word building and to read more and strive to make a difference.

What do you think are causes for the students' paragraph writing problems through English?

May be their future background is not mostly related with paragraph writing and I think teachers have their own problems in training their students to write a paragraph.

What strategies do you use to overcome the students' paragraph writing problems through English language?

Since English language basic in most aspects, students themselves should work more, teachers as well as must do their best to bring about change about their students.

What is the role of teacher to motivate the students in paragraph writing?

In a class room, it is important that every teacher play a significant role to shape students.